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ABSTRACT

This document presents 81 successful teaching techniques used by sociologists in universities and colleges across the country. The techniques are designed to stimulate creative thinking about possible modifications or additional ways of improving teaching sociological concepts. The following information is provided for each technique presented: concept area, teaching objective, materials needed, teaching procedure, and name and address of professor who submitted the technique. The concepts taught and the teaching techniques utilized are many and varied. Some examples follow. To learn about the basic sociological concepts applied to an unfamiliar culture, students are given a story of an American student's experience in an unfamiliar society. They are also given a list of sociological concepts, many of which are illustrated in the story. Their task is one of matching concepts with appropriate descriptive material in the story. Another activity helps students learn to apply sociological concepts to everyday living through the use of novels. Each student selects a book, reads it, and writes a paper which applies the concepts to the novels. (Author/RM)

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Eighty-One Techniques for Teaching Sociological Concepts

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Preface

In 1974, a West Coast Task Group was formed by the ASA Projects on Teaching Undergraduate Sociology. Since that time, the group has been collecting examples of successful teaching techniques used by sociologists in universities and two- and four-year colleges across the country. In soliciting these materials, examples of techniques used by members of the task group were mailed to a number of sociologists across the country. In return, recipients were asked to write up one or two techniques which they felt had been successful aids for teaching specific sociological concepts and principles. To ensure some degree of standardization, all contributors were asked to follow a format containing information which would be needed in order for readers to use the technique in their own teaching. This publication is the result of that effort.

In collecting the materials, a deliberate effort was made to be nonprescriptive in terms of how concepts should be defined. A very broad definition of teaching techniques was also used in hopes of obtaining a wide variety of approaches, activities, anecdotes and verbal illustrations which individuals have used in teaching about sociological concepts. As a result, the materials collected reflect a wide range of teaching orientations and perspectives. It would, therefore, not be expected that any one sociologist would find all of the techniques useful in his or her own teaching. Due to the wide variety of materials reviewed, however, almost any sociologist should be able to find several techniques which can easily be used or adapted for classroom use.

The techniques included in this publication are also designed to stimulate creative thinking about possible modifications or additional ways of better teaching sociological concepts. One of the problems continually faced by our task group has been the temptation to modify techniques to more closely reflect our ideas of how to more effectively teach the concept or perhaps some other concept. However, a deliberate effort has been made to present techniques as described by the contributors, rather than interject too many of our own ideas into what they have actually tried in the classroom. It has been our experience that reading through the techniques kindles one's own imagination as to how slight variations might be added to suit one's own specific purposes in teaching.

Techniques such as those described here can be used to facilitate student learning in a number of ways: First, theory and research on learning point to the importance of attention getters. Before a student can process information he or she must first attend to it. Several of the techniques described on the following pages are used in this fashion. Second, concrete examples which tie abstract ideas to familiar situations also enhance understanding. This is a common theme of several techniques. Third, research on learning underscores the dramatic effects of unusual outcomes on retention of information. Frequently, an unusual picture or unexpected outcome from a demonstration can do more toward planting firmly in the minds of students the concepts and ideas to which they are tied than thousands of words. Fourth, activities which require critical thought and problem solving help move student learning from knowledge and understanding to the "higher levels" of analysis, synthesis, and evaluation so often left out in the educational process.

If the enclosed materials start you thinking about ways to improve your own teaching, please try them out and then share your results with others in your department, or through a presentation at a state, regional, or national meeting, or through an article in one of the journals devoted to teaching. You might also send a note to the contributor indicating your experience with their technique as well as possible ideas for alternative uses or modifications.

The editors wish to express appreciation to their colleagues in the ASA Projects on Teaching for their constant encouragement and support. Special thanks go to Hans O. Mauksch, Project Director, Sharon McPherron, Chairperson of the Curriculum Group of which the West Coast Task Group was a part, and Charles Goldsmid, Chairperson of Teacher Development. Appreciation is also expressed to the many contributors of teaching techniques whose willingness to share has made this publication possible.

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THE ASA PROJECTS ON TEACHING UNDERGRADUATE SOCIOLOGY

The ASA Projects on Teaching are developing resources to assist sociologists in their teaching role. More than 150 sociologists from four-year, two-year, and university departments work on aspects of (a) curriculum, (b) teacher development--for faculty and graduate students, and (c) institutional contexts in which teaching is carried out. In existence since the fall of 1974, the ASA Projects on Teaching have sponsored workshops, worked cooperatively with state and regional sociological and social science associations (assisting on meeting programs and providing speakers and panelists), and have been represented at the annual ASA meeting.

A network of teaching resource persons (the Teaching Resources Group) has been developed by the Projects to assist departments and other units of the profession requesting services. The ASA Projects founded and operated for two years a Teaching Resource Center which, since August 1978, has been a regular function of the ASA Executive Office in Washington, D.C. The ASA Teaching Resource Center makes available to interested sociologists materials on teaching and curriculum--many of which were prepared by units of the ASA Projects.

The Projects initiated the ASA Teaching Newsletter published at the ASA Executive Office; information on subscriptions is available by writing: ASA Teaching Newsletter, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036. The ASA Projects have their roots in work of the ASA Section on Undergraduate Education; the Projects have received support from the Fund for the Improvement of Post-Secondary Education (HEW), and the Lilly Endowment, Inc. (Indianapolis).

Sociologists interested in learning more about the ASA Projects on Teaching and its resources are invited to write to the director:

Hans O. Mauksch
ASA Projects on Teaching
Section of Behavioral Sciences
TD3-W Medical Center
University of Missouri
Columbia, MO 65201

Table of Contents

PREFACE iii

ASA PROJECTS ON TEACHING UNDERGRADUATE SOCIOLOGY iv

Technique Number	Concept and Contributor	Page
1	AUTHORITY . . . . . Jerome Rabow	1
2	BASIC SOCIOLOGICAL CONCEPTS APPLIED TO AN UNFAMILIAR CULTURE . . . . . Brent Bruton and Sue Crull	2
3	BASIC SOCIOLOGICAL CONCEPTS APPLIED TO EVERYDAY LIVING . . . . Theodore C. Wagenaar	5
4	BASIC SOCIOLOGICAL CONCEPTS IN THE SOCIAL ORGANIZATION OF A KIBBUTZ (ALSO POSITION, ROLE, NORM, VALUE, GROUP, INTERACTION, STATUS, SOCIAL CHANGE) . . . . . William T. Clute	7
5	BASIC SOCIOLOGICAL CONCEPTS APPLIED TO NOVELS . . . . . Pamela Loy	11
6	BUREAUCRACY AS AN IDEAL TYPE (ALSO FORMAL STRUCTURE, LINE COMMUNICATION) . . . . . Jack Hickman and James Peterson	13
7	COMMUNICATION AND MESSAGE DISTORTION (ALSO RUMOR) . . . . . Jack Hickman, Bruce Bylund, Reed Geertsen	15
8	COMMUNICATION IN THE FAMILY . . . . . Frances Dressler	17
9	COMMUNITIES AS COGNITIVE MAPS . . . . . Richard Sundeen	18
10	CONTENT ANALYSIS AND THE USE OF SECONDARY DATA (ALSO RELIABILITY, CHANGING ROLES, FAMILY) . . . . . Reed Geertsen	19
11	COOPERATION AND COMPETITION . . . . . Henry C. Finney	21
12	CULTURE AND ITS PERVASIVENESS . . . . . William C. Martin	28
13	DEFINITION OF THE SITUATION (ALSO CONSTRUCTION OF REALITY) . . Kenneth Kessin	29
14	DEVELOPMENT OF SOCIOLOGY AND THE INTELLECTUAL, INDUSTRIAL AND FRENCH REVOLUTIONS . . . . . Robert F. Lovely	31
15	DEVIANCE AND COGNITIVE CONSISTENCY . . . . . Ronald Huff	32
16	DEVIANCE AND THE SERIOUSNESS OF CRIMINAL BEHAVIOR (ALSO GROUP DECISION MAKING, SAMPLING VARIATION AND SAMPLING ERROR). . . . Robert F. Lovely	33

Technique Number	Concept and Contributor	Page
17	DIALECTIC Bob Leighninger	36
18	ETHNOCENTRISM AND CULTURAL RELATIVISM Ronald Watcke	36
19	ETHNOCENTRISM AND CULTURAL RELATIVITY Sharon E. Baxter	38
20	FAMILY STRUCTURE IN HISTORICAL-CULTURAL PERSPECTIVE Marie Withers Osmond	39
21	FOUNDING FATHERS OF SOCIOLOGY. Dick Colvard	41
22	GROUP AND INDIVIDUAL DECISION MAKING (ALSO GROUP PRESSURES, GROUP PROCESS) Ronald Watcke	45
23	GROUP PRESSURE AND SOCIAL BEHAVIOR Marie Marschall Fuller	47
24	GROUP STRUCTURE AND FORMAL COMMUNICATION (ALSO LEADERSHIP, GROUP EFFICIENCY) Reed Geertsen	48
25	HISTORICAL PERSPECTIVES OF MODERN SOCIETY (ALSO EVOLUTION OF CULTURE) Paul D. Starr (Alternative approach by Beverly Chinas)	51
26	HOMOGAMY (ALSO NORMS, PRIMARY RELATIONS, MARRIAGE AND FAMILY). Emily Gunning	52
27	HYPOTHESIS FORMATION AND SCIENTIFIC THINKING Frank Naughton and Dee Wernette	54
28	INTERVIEWING Theodore C. Wagenaar	55
29	KNOWLEDGE AND WAYS OF KNOWING Dean Dorn	56
30	MASS COMMUNICATION (ALSO ROLE CHANGE AND ATTITUDE CHANGE, FREEDOM OF THE PRESS). Joseph Rogers and Martha Loustaunau	57
31	NORM EMERGENCE IN A GROUP (ALSO ETHNOMETHODOLOGY, DEFINITION OF SITUATION, DIVISION OF LABOR) Theresa Guminski Turk	60
32	NORMS: IDEAL AND EXPECTED H. Bruce Bylund and Wesley T. Maughan	62
33	NORMAL CURVE AND THE STATISTICAL CONSTRUCTION OF NORMALITY/DEVIANCE Ellen Weed	64

Technique Number	Concept and Contributor	Page
34	NORMATIVE CONSENSUS, ANOMIE . . . . . Austin Q. Maley	65
35	OBSERVATION METHODS APPLIED TO SMALL GROUPS . . . . . William T. Clute	67
36	ORGANIC SOLIDARITY . . . . . Monica Morris	68
37	PARTICIPANT OBSERVATION (ALSO INSTITUTIONS, STRATIFICATION, RELIGION, FORMAL ORGANIZATION, RITUAL) . . . . . Brent Bruton and Sue Crull	69
38	POPULATION PROJECTIONS AND LIFE TABLES . . . . . James H. Gundlach	70
39	POPULATION PYRAMIDS (ALSO AGE AND SEX DISTRIBUTIONS OF A COMMUNITY). . . . . Rodney Kingsnorth	71
40	RACISM . . . . . Ronald Watcke	73
41	ROLE EXPECTATIONS AND PERFORMANCE . . . . . Michael Mend	74
42	ROLES AND ROLE RELATIONSHIPS . . . . . William C. Martin	75
43	ROLES AND SOCIALIZATION (ALSO SELF-CONCEPT). . . . . William T. Clute	76
44	RUMOR (ALSO PROBLEMS OF OBSERVATION) . . . . . Henry C. Finney, Frederick E. Schmidt and Laura Fishman	77
45	SCIENTIFIC KNOWLEDGE VS. COMMON SENSE . . . . . Henry C. Finney	78
46	SCIENTIFIC KNOWLEDGE VS. FOLKLORE . . . . . Conrad Gubera	80
47	SCIENTIFIC METHOD (ALSO HYPOTHESIS TESTING, MEASUREMENT, REPLICATION) . . . . . Reed Geertsen	81
48	SECONDARY DATA . . . . . Henry C. Finney	82
49	SELF-IDENTITY AND STEREOTYPING . . . . . Jeanne Curran	83
50	SEX ROLES (ALSO SOCIALIZATION) . . . . . John Millay	84
51	SEXISM, SEX ROLES . . . . . Laurel Richardson Walum	85

Technique Number	Concept and Contributor	Page
52	SOCIAL CONTROL AND EXTRA-LEGAL FACTORS IN POLICE DECISION MAKING (ALSO SOCIAL CLASS, DISCRIMINATION, CURBSIDE JUSTICE) . . . . . Lloyd W. Klemke	86
53	SOCIAL IDENTITIES AND PRESENTATION OF SELF (ALSO STEREOTYPING) . . . . . Kenneth Kessin	89
54	SOCIAL STRUCTURE (ALSO FAMILY STRUCTURE) . . . . . Marie Marschall Fuller	90
55	SOCIAL STRUCTURE AND ROLE RELATIONSHIPS . . . . . Davida P. Gates	91
56	SOCIAL STRUCTURE, FUNCTIONS, ROLES . . . . . William D'Antonio	92
57	SOCIALIZATION (ALSO CONSTRUCTION OF REALITY, CULTURE) . . . Pat Allen	93
58	SOCIALIZATION (ALSO LOOKING-GLASS SELF) . . . . . Steven B. Wexler (Alternative approach by Jim Stemler)	96
59	SOCIALIZATION (PRIMARY AND ADULT), RESOCIALIZATION, ANTICIPATORY SOCIALIZATION . . . . . William T. Clute	97
60	SOCIALIZATION, ROLE MODELS, SELF-IMAGE . . . . . Kenneth Kessin	99
61	STEREOTYPES OF OLDER PERSONS (ALSO STIGMA, LABELING, AGEISM). . . . . Mike Hoover	100
62	STRATIFICATION AND FAMILY NAMES (ALSO LABELING, DISCRIMINATION, SELF-CONCEPT) . . . . . Richard J. Gigliotti	101
63	STRATIFICATION AND INEQUALITY . . . . . James W. Thompson	102
64	STRATIFICATION BY INCOME (ALSO SUBJECTIVE AND OBJECTIVE STATUS). . . . . Inge Bell	103
65	STRATIFICATION: CLASS BIASES IN IQ TESTS (ALSO DISCRIMINATION) . . . . . James Loewen and Henry C. Finney	105
66	STRATIFICATION MEASUREMENT . . . . . Walter J. Friedman	107
67	STRATIFICATION: POVERTY AND WEALTH . . . . . William C. Martin	108
68	STUDENT EXCUSES AND HOW TO HANDLE THEM . . . . . Jeanne O'Kon and Marie W. Osmond	109

Technique Number	Concept and Contributor	Page
69	SUBCULTURES AND LANGUAGE (ALSO SOCIAL CLASS) . . . . . Ralph O. David	110
70	THEORETICAL ASSUMPTIONS. . . . . Davida P. Gates	112
71	THEORETICAL PERSPECTIVES OF SOCIOLOGY APPLIED TO PROFESSIONS AND PROFESSIONALIZATION (ALSO FUNCTIONALISM, CONFLICT THEORY, POWER) . . . . . William T. Clute	113
72	THEORY, PROPOSITIONS, VARIABLES . . . . . Rosalie Gilford	115
73	THEORY DEVELOPMENT, THEORY AND RESEARCH . . . . . John Hoerner	116
74	URBAN CULTURE. . . . . Ron McAllister	117
75	URBAN ECOLOGICAL AREAS . . . . . Richard A. Sundeen	122
76	URBAN ZONES OF TRANSITION, CONCENTRIC ZONES THEORY OF URBAN DEVELOPMENT (ALSO HUMAN ECOLOGY, URBANIZATION, CITIES, ETHNIC GROUPS, STRATIFICATION, POVERTY, AGING) . . Gretchen Anderson	123
77	VALUES AND NORMS . . . . . Dodd H. Bogart	126
78	VALUES, BELIEFS, OPINIONS . . . . . Lynn Smith	128
79	VALUES, CULTURE, SUBCULTURE . . . . . Theresa Guminski Turk	129
80	VALUES, GROUP DECISION MAKING . . . . . Brent Bruton and Sue Crull (Credited to Richard Bear)	130
81	WORKER ALIENATION AND RELATED CONCEPTS . . . . . Bob Leighninger	132

Teaching Techniques

TECHNIQUE 1

CONCEPT AREA: Authority

TEACHING OBJECTIVE: To demonstrate the extent to which people in authority exercise control over others.

REFERENCES: The film Obedience, produced by the New York University Film Library, 1968, 44 minutes, black and white. This is a film of Milgram's experiment on obedience to authority, based on candid footage shot at Yale University. Subjects are instructed to administer electric shocks of increasing severity to another person. Both obedient and defiant reactions are shown.

PROCEDURE: As students file into class I ask them to sit in separate sections for Jews, Catholics, Protestants, Buddhists, and the like. I have the sections roped off with string before the class starts. Agnostics are also encouraged to sit together. The students who challenge me are asked to cooperate in the experiment and told that they will be able to see the benefits in a few moments. If any students pose a real challenge, I either demand that they seat themselves (cooperate) or else ask them to sit separately. In sum, I plead, cajole, or demand that students cooperate or obey.

I then allow them to see 20 minutes of Milgram's film Obedience (it isn't necessary to play the whole film), after which I ask for comments on the film. Their obedience stands in stark support of Milgram's subjects. We get into discussion of legitimate authority, ethics in science, and power. The role of the professor is parallel to the role of the experimenter in the film.

AS USED BY: Jerome Rabow, Department of Sociology
UCLA, Los Angeles, California

COURSE: Introductory Sociology

TECHNIQUE 2

CONCEPT AREA: Basic Sociological Concepts Applied to an Unfamiliar Culture

TEACHING OBJECTIVE: To assess student progress in recognizing examples of sociological concepts and to encourage students to think about sociological concepts in terms of everyday experiences.

MATERIALS NEEDED: The attached story entitled "Hersch in Melina".

PROCEDURE: Students are given a story of an American student's experience in an unfamiliar society. They are also given a list of sociological concepts, many of which are illustrated in the story. Their task is one of matching concepts with appropriate descriptive material in the story. To simplify the matching, each line in the story is numbered. The following 26 concepts are illustrated:

achieved status
anticipatory socialization
artifacts
ascribed status
bureaucracy
cultural diffusion
culture
ethnocentrism
gemeinschaft
ideational culture
institution
more
norm
participant observation
primary group
role
role conflict
sanction
sex role
significant others
socialization
social structure
status
symbol
value
vertical mobility

The story can be used in a number of ways. It can be discussed in class with students identifying the concepts verbally. The story can be used as a written assignment with students identifying as many concepts as they can find and possibly defining the concepts as well. The story can also be used as a quiz with the appropriate line numbers on an answer sheet (see quiz on the following page). Also, it can be used as an example for students writing their own creative story which illustrates concepts.

NOTE: The list of terms included in the quiz can be easily changed to correspond to those covered in any instructor's course.

AS USED BY: Brent Bruton and Sue Crull, Department of Sociology
Iowa State University, Ames, Iowa

COURSE: Introductory Sociology

KEY TO QUIZ:

c line 1, "young American
t lines 2-3
j line 3 starting with "beliefs"
v line 7 "village" to "inhabitants"
jj lines 12-13 through "beads"
bb line 16
m lines 19-20 "community" to "one"
w lines 23-24 "they" to "together"
r line 27
p lines 27-34
q lines 30-31
kk line 32
ee lines 36-40
gg line 38
b lines 42-48
a line 49
z lines 52-53 to "parent"
k lines 54-57 to "world"
d line 59
g lines 63-64

Hersch in Melina

This is the story of a young American sociology student named Thomas Hersch who became a member of the Melinian tribe for a year in order to study the beliefs, customs, values, and artifacts of this island people. Read the account of his first day in Melina and see if you can identify the sociological concepts.

"Wednesday, Oct. 11--yesterday morning I arrived in Melina, a secluded village of 200 inhabitants located on the northern coast of Melanesia. I was greeted by the village chieftan and many curious adults and children. I could see right away that their loincloths and grass skirts are much more appropriate for this island climate than are my flannel shirt and jeans.

"After introductions were made and I received a necklace of purple (friendship) beads, I was led to a tiny hut which I was told would be mine for the coming year. As I was unpacking, I noticed three small children peering in at me through the hut's opening. Suddenly, someone came up behind them, spanked them, and pushed them toward a hut further on.

"After I had finished unpacking, I went for a walk, hoping to observe the village's physical organization and become acquainted with some of the natives. I had been told that the community of Melina was a very personal, trusting, and cooperative one, and I was anxious to find out for myself. As I was walking I was approached by a group of five young men all about the same age who struck up a conversation with me. Although language exchange was difficult, they told me that they were very good friends who spen all of their time together. One was called Jaleh, and he seemed to be the spokesman for the other four. He said he was the eldest in a family of twelve children. Upon seeing my look of surprise, he rapidly exclaimed, 'Oh yes, it is expected that our families will have many children.' When I asked him why, he replied, 'to help with family work and to take care of their parents when they grow old and weak.' He informed me that all Melinians accept this and that children who do not care for their elderly parents are severely ostracized by the rest of the village. Caring for the elderly is a very important priority for each family. Therefore, many children are desired so that there will be many young productive members to care for the elderly.

"My five new friends took me to a field where fifteen women were working. Jaleh explained that there is men's work and women's work. Women are suited for the simple tasks and the men must do the tasks that require more skill. Children learn what is expected of them from their parents. The women of the village work in the fields, planting and harvesting the crops and the men are hunters, fishermen, craftsmen, and officials.

"Walking back from the field, Jaleh told me this story about himself: 'Ever since I was a small boy I have wanted to be a medicine man. I spent all of my free time with the old medicine man, Nayon, in our village learning all I could from him about herblore in the hope that one day I would succeed him, since he has no male children. Well, my dream has come true,' he said with a grin.

"'I've imagined myself as a medicine man now for 10 seasons and Nayon tells me I will succeed him when the spirits come to take him. He says I will be the medicine man because I have learned the herblore well. Imagine someday me, the son of a lowly beadmaker, becoming the medicine man; one of the most important men in the village. Nayon's only problem has been that duties as medicine man have taken so much time that he feels he has not been a good parent. I hope I can handle things better.'

"I didn't say anything then, but I thought to myself, 'how backward these people are to believe in spirits and medicine men. Hopefully in

this year I will be able to teach them that there are other, better ways of looking at the world. But maybe I too will learn something from them. Learning the ways of this small society will certainly be different from the university with its specialization, hierarchies, and rules and regulations.'

"Last night was quite an evening, one I shall remember for a long time to come. The natives held an elaborate feast in my honor, and every one of the 200 inhabitants but the ill was there. I was surprised when one of the men brought out a pouch of tobacco and actually rolled a cigarette. Apparently, the Melinians have had more contact with other peoples than I had thought. I am sure that this will prove to be a very interesting and rewarding year for me."

Written in cooperation with Jane Goettsch, Graduate Student, Department of Sociology and Anthropology, Iowa State University.

Sample Use as a Take Home Quiz

Read the story through once and then go back and select the one best concept for each description by writing the letter of the concept before the line(s) given below. Some concepts are not described in the story. Each concept should be selected only once.

a. achieved status
b. anticipatory socialization
c. ascribed status
d. bureaucracy
e. caste system
f. competition
g. cultural diffusion
h. cultural lag
i. cultural relativity
j. culture
k. ethnocentrism
l. experiment
m. gemeinschaft
n. gesellschaft
o. informal structure
p. institution
q. more
r. norm
s. out-group
t. participant observation
u. Peter principle
v. population
w. primary group
x. random sample
y. reference group
z. role conflict
aa. role strain
bb. sanction
cc. secondary group
dd. sensate culture
ee. sex role
ff. significant others
gg. socialization
hh. social structure
ii. subculture
jj. symbol
kk. value

_____line 1, "young American"
_____lines 2-3
_____line 3 starting with "beliefs"
_____line 7 "village" through "inhabitants"
_____lines 12-13 through "beads"
_____line 16
_____lines 19-20 "community" through "one"
_____lines 23-24 "they" through "together"
_____line 27
_____lines 27-34
_____lines 30-31
_____line 32
_____lines 36-40
_____line 38
_____lines 42-48
_____line 49
_____lines 52-53 to "parent"
_____lines 54-57 to "world"
_____line 59
_____lines 63-64

TECHNIQUE 3

CONCEPT AREA: Basic Sociological Concepts Applied to Everyday Living

OBJECTIVE: To have students apply sociological concepts and principles to everyday life.

MATERIALS: Spiral notebooks, journal assignment sheet (attached).

PROCEDURE: After the first two weeks of class, students are required to keep a daily journal in which they describe a series of events they have seen or experienced reflecting a sociological concept or principle. This may include experiences, decisions, newspapers, movies, novels, etc. They are required to write in the journal at least twice a week. Each journal entry includes two parts. First is the description of the experience. Second is their analysis of what concept or principle this experience illustrates. Journals are graded on accuracy, thoroughness, originality, and diversity. Some examples of journal entries are provided below:

SAMPLE ENTRIES

1. When I first started working at a local department store last summer, I had never seen or talked to the people who were also in my department. We usually worked two to a register and sometimes were together for four hours at a time. One of the girls lived near me, so we ended up taking turns driving to work. A new girl was then added to our department who also lived near us, so we included her in our carpool. We soon became good friends and have been so ever since. (Two of us are even at the same college.)

   Principle: My co-workers and I started out as task-oriented secondary group. When a few of us found things in common (ex.--living near one another), these secondary relationships became primary, and thus were more permanent. Instead of only interacting while at work, we began to see one another other times. too.

2. I was watching "Truth or Consequences" the other night and I was surprised to find that I could even associate aspects of sociology to T.V. programs. Bob Barker had five women participate in this consequence. All of the ladies but one went off stage and Bob told one of the ladies a story. She then told it to the next lady. This continued until the last lady ran on the stage and told the story. The story came out really distorted and very few of the original facts were in the final telling.

   Principle: This is an example of how rumors progress. It began as an accurate story and as it moved from lady to lady the facts became distorted and exaggerated. The rumor turned into a very short inaccurate report which had been leveled and sharpened. The second principle is stereotyping. Women are still stereotyped to be gossipers and don't carry much fact in their conversations. This consequence would not have been nearly as funny if men were used.

POSSIBLE PITFALLS: It takes lots of time to grade, but has proven to be a highly productive learning technique.

AS USED BY: Theodore C. Wagenaar, Department of Sociology and Anthropology
Miami University, Oxford, Ohio

COURSES: Introductory Sociology, Sex Roles

JOURNAL ASSIGNMENT

In addition to the exams, assessment of learning will also be accomplished through the use of a sociological journal. There are two major reasons for using the journal. The first is in keeping with one of the major course objectives, which is to apply sociological concepts to your own experiences and observations. In the journal, you are asked to reflect on the concepts and principles discussed in class and readings, particularly as they apply to your own lives. The second reason for using journals involves learning at the "higher" levels. In most classes of this size, your grade is reflected entirely by three or four multiple choice exams. Such exams test primarily your ability to recognize terms and principles and facts. But learning can also take place at higher levels, such as being able to apply or analyze a concept or being able to put concepts and principles together to form a new conclusion. The journal assignment will give you a chance to engage in these higher levels of thinking.

There are other advantages with this assignment as well. For one, it helps reduce the impersonality of being a participant in such a large class. It enables me to get to know you better as persons. It enables me to detect which concepts are still incompletely understood. It provides continual feedback to both you and me regarding the learning taking place, and it can be enjoyable.

PROCEDURE

1. The basic goal is to think about how the concepts and principles discussed are manifested in your lives. Think about what happened to you in the last day or so.

2. You may also use previous experiences (e.g., high school), decisions you have made, things you've read (newspapers, novels, comics, advertisements), movies and television programs you've watched and the like.

3. Break each entry into two sections--a description of the event, observation, etc., and an analysis of which concept or principle your entry reflects and why you think it reflects that concept or principle. Generally, the first part will be longer than the analytical second part. Feel free to use one illustration to demonstrate more than one concept or principle.

4. You are required to write in the journal twice a week during the period from the third week through the thirteenth week of the semester.

5. Please use a spiral notebook and use only one side of the paper. Write as legibly as possible (I have to read 100 journals!).

6. The journals will be collected four times during the semester. For the first three times, you will receive a check, check-plus, or check-minus to indicate your general performance. Written comments will also be provided. Grades (reported as both number of points and letter grade) will be given after the fourth collection.

7. Four criteria are employed in grading:
   a. accuracy--how correctly you use the concept or principle.
   b. diversity--the use of a wide variety of concepts and principles.
   c. thoroughness--how complete the entry is. Please be thorough in both parts of the entry.
   d. originality--the level of creativity demonstrated

8. Several sample entries with my comments and evaluations are on reserve in the library.

TECHNIQUE 4

CONCEPT AREA: Basic Sociological Concepts in the Social Organization of a Kibbutz (Also Position, Role, Norm, Value, Group, Interaction, Status, Social Change)

TEACHING OBJECTIVE: To provide students with an opportunity to analyze social organization in terms of several basic sociological concepts. To sensitize them to the multiple dimensions of social organization and to possible observer bias. This technique can also be used to review basic concepts in an upper division course in social organization.

REFERENCES OR MATERIALS NEEDED: The attached letter should be prerecorded on a cassette tape for use in the classroom. The letter was written to a sociology student in response to an inquiry from her. The writer of the letter is an American, 24 years of age, with a B.A. in English from a Western university. He was living on a kibbutz in Israel as a volunteer worker.

PROCEDURE: After students are familiar with basic sociological concepts relating to various aspects of social organization, the class is divided into various segments or groups for purposes of listening to and discussing the attached letter. Generally, I have found when presenting audio or visual materials that it is best to make specific listening assignments to various groups or segments in the class. Since the letter is quite rich in potential observations and insights, it is unrealistic to expect students to listen to the material as an undifferentiated mass. Therefore, different groups are given one of the following concepts or groups of concepts and asked to listen for examples in the letter which illustrate them. The concepts include (1) organizational change. (2) membership or boundary maintenance, (3) power, authority or decision-making processes, (4) positions and roles, (5) norms, values, deviance and sanctions, (6) status differences, and (7) qualifications or biases of the observer.

After having made the various listening assignments and playing an audiotape of the letter, I proceed to lead the class in a discussion of the various topics assigned. I skip around the room so that the students cannot anticipate when they will be asked for observations.

POSSIBLE PITFALLS: Make sure the tape recorder is working well. One time I changed tape recorders at the last minute and found that the recorder chosen did not have adequate quality of sound for the classroom.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSE: Social Organization

March 12, 1972

Dear_____

Of course I'm glad to tell you whatever I can. You have a beautiful name! First, every kibbutz is different, so I can only tell you about the one where I've lived for six months. There are several kibbutz movements with different ideologies. . .And within the movement each kibbutz is somewhat different.

Secondly, my immediate gut reaction is yes, of course there is social stratification and inequality. But I'm not too familiar with sociological terms so --be careful that I don't mislead you. I think it would be naive to believe that there's any society that's totally equal--but the kibbutz approaches equality and is truly concerned with it.

I don't know what you've read about the kibbutz. The book by _____ is in disrepute among kibbutzniks, because he was on a kibbutz for only six weeks and didn't speak Hebrew. I can see how after six weeks it would be misleading.

I'm not too familiar with the "decision making process" (horrible phrase), because only members go to the meetings. There is a kibbutz meeting once a week where decisions are made by majority vote. But this is more of a formality as everything is hassled out in committees. There's so many committees, and in the arguments there, the decisions are made. This apparatus seems very democratic to me.

But this is all between. . .the members of the kibbutz. There are other people connected to the kibbutz, whose ranking is certainly much lower. I don't know if you'd consider them part of the society or not.

An Ulpan (a work-study arrangement with foreign students) comes every six months. Not every kibbutz has an Ulpan. You work half a day and study Hebrew half a day. And you don't really have any rights or power. The conditions that you live in, your work, etc. are dictated. It's pretty patriarchal--a lot like American universities but without the free time. But it's understandable why. We're so temporary and don't really know what's going on. And since we're not committed to this society, but "guests" (as they always tell us when we complain), you can see why we don't have the duties and rights.

Now I'm a "volunteer," which is another sub-society of the kibbutz. Volunteers are people who finished the Ulpan and want to stay either for a while or to become members; or people who come not to learn Hebrew but to work and stay for awhile. They have no power to make decisions--also because they're temporary. They work and do what they want, but don't receive very much materially in comparison with members. If they want to become members, they have a one-year trial period where they can go to the meetings. But it seems like the only way you can really enter the kibbutz's life is to marry someone (not necessarily a kibbutznik). All this wouldn't be true in a new kibbutz.

Then there's the Arabs and Sepharidic Jews. Originally, part of the ideology was that everyone who worked here had to be a member. But as the kibbutz economy expanded, they started bringing in workers. And for seasonal crops (apples, grapefruit, olives, etc.) you need a lot of workers for a short time. So it was easy to go down the road to Bet Shean (a settlement of Sepharidic Jews--Jews from Arab countries whose culture is more Arabic and very different from the European Jews who dominate the country--they have lower status, perhaps even discriminated against) and bring the unemployed to work here as employees. So the movement passed a rule that a kibbutz can't expand its economy if that depends on outside workers. So you see the usefulness, the need of the Ulpan and volunteers. And still it's up to the kibbutz to obey or not to obey the rule. I was at a very industrial kibbutz where 60% of the workers

came from outside. . . I worked picking olives and grapefruits with other Ulpanists. Hardly any kibbutzniks worked there because they have regular year-round jobs. So they brought in Arabs from Jenin, a town in occupied Jordan. At the same time, the Ulpan was planning a trip to the Sinai. A certain amount of money was given to us for trips, but it wasn't enough. So they said if we worked picking grapefruit on our free hours, we could make up the difference. But they paid us twice as much as they paid the Arabs.

Maybe this information isn't what you want. But I mention these people because although they aren't part of kibbutz society, as it now stands, they're necessary to it.

Back to within the kibbutz. Children born in the kibbutz have all the rights, although they're not officially members until they say so. Age has something to do with the ranking. Most of the important positions (secretary or president of the kibbutz, head of the kitchen, etc.) are held by founders of the kibbutz. The kibbutz was founded in 1936 by 20-year-olds, so these people are now in their fifties and sixties. Because of what they've done and their experience here, their opinions carry more weight and they have more status, but they don't have more power in a way you can see. Also, perhaps because they're older, they're more deferred to. For instance, it's incredibly hot here in the summer, and it was finally decided to get air conditioning. But there wasn't enough money to get air conditioners for everyone the first year. So the children got them first and after that, they were installed in the homes of the people who had been here longest. And each year, they will put in more in order of "tenure."

Work is the idea-reality of the kibbutz. If you work well, your status is assured. But where you work is a matter of status also. Men definitely receive more status than women because their work brings in money while "women's work" maintains services. People will say, of course, it's just as necessary that we eat and have clean clothes as well as raise turkeys and grow wheat, but you feel a lot more necessary plowing a field than ironing clothes. I don't see that the women here complain about this, but girls who come to the Ulpan (work-study arrangement with foreign students) do. Women could do a lot of the work that men do (and in the early days of the kibbutz, they did) but now there's some barrier. Women can work in the children's houses (the children live together) taking care of them or become teachers--that's higher status than the kitchen. But someone will always be needed in the kitchen, etc., and that will always be a low job. Men have to work in the kitchen a certain amount of time per year--maybe taking turns is a solution.

I also think the "masculinity" of your job is a measure of status, i.e., hard physical work is a value. Although men who work outside the kibbutz as teachers, etc. (and give their salaries to the kibbutz) are equal.

Whatever your job, if you have to study for it, that raises its status. If you work in agriculture, and the kibbutz sends you to study raising turkeys, when you come back, you're more important.

There's a story of a guy at _____ (a nearby kibbutz) who was a test pilot for the air force. His job was in Tel Aviv every day. So the kibbutz bought him an airplane and he flew to work each morning and back to the kibbutz each evening. His salary (huge) was given to the kibbutz. The kibbutz chose to do this because it paid. But they say he was a model kibbutznik living like everyone else, though in the outside world he would have been rich.

Young people can take a leave from the kibbutz after they finish the army if they want. Many of them go off to work to make money to travel. And returning from traveling abroad immeasureably raises their status in the eyes of their age group.

When the kibbutz began, there were no private possessions--not even clothes were private. If someone received a gift from the outside (say, a watch), it was everyone's. Now the kibbutz is richer and although there is a rule against private televisions, some people have them as gifts or from working outside. So some people have what others don't have--although many wouldn't want. The only person who has a car is someone who can't walk. And there are kibbutz cars available to those who need them for work.

I hope this helps you some. There's so much more, and if I can tell you anything more to the point, please ask specific questions and I'll try to answer them. I've talked to my friends here about this and they all agree that it's not perfectly equal. And they're also proud of how equal it is.

Twenty years ago, it was incredibly equal--and very poor. Everyone was the same age with the same ideal in a desperate time. Maybe those are the conditions of equality. Now the kibbutz is established, affluent, there are babies and old people, there's education--there's "normal" life. It's much harder to be equal, but everyone has more. But I don't think everyone <u>is</u> more, as the spirit has changed.

Good Luck,

_____(Signature)

TECHNIQUE 5

CONCEPT AREA: Basic Sociological Concepts Applied to Novels

TEACHING OBJECTIVE: This assignment is designed to help the student learn to apply sociological concepts to everyday living through the use of novels.

REFERENCES AND MATERIALS NEEDED: The attached assignment sheet has all the information needed to use this assignment. All of the books listed have been read and found to contain most of the concepts listed.

PROCEDURE: Have each student select a book, read it, and turn in a paper which applies each, or a portion of the concepts to the novels. I usually give a brief synopsis of each book to make selection easier for the student. The definitions of the concepts are found in most introductory textbooks for the course.

I have found popular novels to be a useful tool for illustrating sociological concepts for a number of reasons. This type of literature transcends disciplines in terms of bringing diverse topics and areas outside traditional sociology under the sociological umbrella. In an era where the typical sociology text offers a present-oriented interpretation of the discipline, the novel makes possible the expansion of the time frame to include the past and future. Novel reading is also an intrinsically interesting activity which taps a recreational mode that spans one's lifetime.

AS USED BY: Pamela Loy, Department of Sociology
University of Hartford, West Hartford, Connecticut

COURSE: Introductory Sociology

NOTE: An article entitled "The Use of Literature in Teaching Introductory Sociology," Teaching Sociology, Vol. 2 (April 1975), describing the use of novels in teaching sociological concepts was received from Robert A. Jones, University of Illinois at Urbana-Champaign.

NOVEL ASSIGNMENT

Select one of the novels that interests you from the list provided and apply 12 of the sociological concepts from this course which are listed below. Use examples from the book you have read to illustrate each concept. List the concept, define it, give a quote from the book which you feel illustrates the concept, and then show how the quote illustrates the concept. Do not make this a literary criticism. The assignment is designed (1) to help show the relevance of concepts introduced in this course, (2) to help you understand the meaning of sociological concepts discussed, and (3) to help you learn to recognize and apply sociological concepts and principles. The paper must be typed, and it is due in class on _____. Be sure to indicate page numbers in footnotes for all sections you are quoting. The length is limited to ten pages.

CONCEPTS FROM TEXTBOOK

sexism
power
primary socialization
secondary socialization
role conflict
role identification
role rehearsal
looking-glass self
significant other
reference group
norm violation (state type)
self-concept change (trace using Kinch's self cycle)
sanction (state type)
anticipatory socialization
stereotype
self-fulfilling prophecy
other-directed, inner-directed, or traditional-directed
bureaucracy
social class
institution
sociological imagination
cultural relativity
subculture
ethnocentrism
generalized other
labeling
prejudice
conformity
deviance
stratification
folkway
anomie
status consistency
status inconsistency

BOOK LIST

The Forest People--Turnbull
Facing Mount Kenya--Kenyatta
Streetcorner Society--William Whyte
Foul--David Wolf
The Harrad Experiment--Robert Rimmer
Alive--Piers Paul Read
Helter Skelter--Vincent Bugliosi
Down These Mean Streets--Piri Thomas
Soledad Brother--George Jackson
Manchild in the Promised Land--Claude Brown
Shaka Zulu
Walden Two--Skinner
Wheels--Alex Haley
Native Son--Richard Wright
Black Like Me--John Griffin
Top of the World--Hans Reusch
The Bell Jar--Sylvia Plath
The Moon's A Balloon--David Niven
Autobiography of Malcolm X--Malcolm X
Cavett--Dick Cavett and Christopher Porterfield
The Greatest: My Own Story--Muhammad Ali and Richard Durham
Tally's Corner--Elliot Liebow
Bury My Heart at Wounded Knee--Dee Brown
One Flew Over the Cuckoo's Nest--Keesey
The Money Changers--Alex Haley

TECHNIQUE 6

CONCEPT AREA: Bureaucracy as an Ideal Type (Also Formal Structure, Line Communication)

OBJECTIVE: To provide students with a simulated experience in a highly structured, bureaucratic-type work situation for use in presenting and discussing some of the problems of bureaucratic organization.

MATERIALS NEEDED: (1) Tinker-toy parts separated into as many packets as work groups desired (there can be 6-10 persons in a group), (2) a picture or model of what the completed Tinker-toy dog should look like (copy attached), (3) a copy of the roles for each group (described below).

REFERENCES: Nicos P. Mouzelis, Organization and Bureaucracy: An Analysis of Modern Theories (Chicago: Aldine Publishing Company, 1967), Chapters 1 and 2.
Paul Blumberg, Industrial Democracy: The Sociology of Participation (New York: Schocken Books, 1973).

PROCEDURE: First a model of a "dog" is made from Tinker-toys. The model or a picture of the model is placed in a remote section of the room or in a hallway. The instructor then passes out slips of paper to each person in the class and asks them to list five qualities which they feel they possess. Students are then assigned to different groups of 6-10 persons. From each group, the instructor then selects an examiner who proceeds as follows:

GROUP ROLES

(1) Examiner's job is to collect the applications from persons assigned to their group and from those applications assign individuals to fill the other roles listed below (manager, inspector, etc.). An additional duty involves the monitoring of activities during the construction of the dog. This includes keeping a recording of specific violations of the rules.
(2) Manager--has charge of the overall supervision of the team. This person's job is to keep things running smoothly. The manager cannot talk about the dog and can only talk to one person at a time, unless he/she calls a meeting to talk to all the members of the team.
(3) Inspector--looks at the picture and the builder's progress. Can say, "that is right" or "that is wrong," but cannot tell the builder what parts to use.
(4) Looker--looks at the picture of the dog and tells the runner what it looks like. Cannot answer specific questions.
(5) Runner--tells the builder what the dog looks like. Cannot answer questions.
(6) Builder--builds the dog.

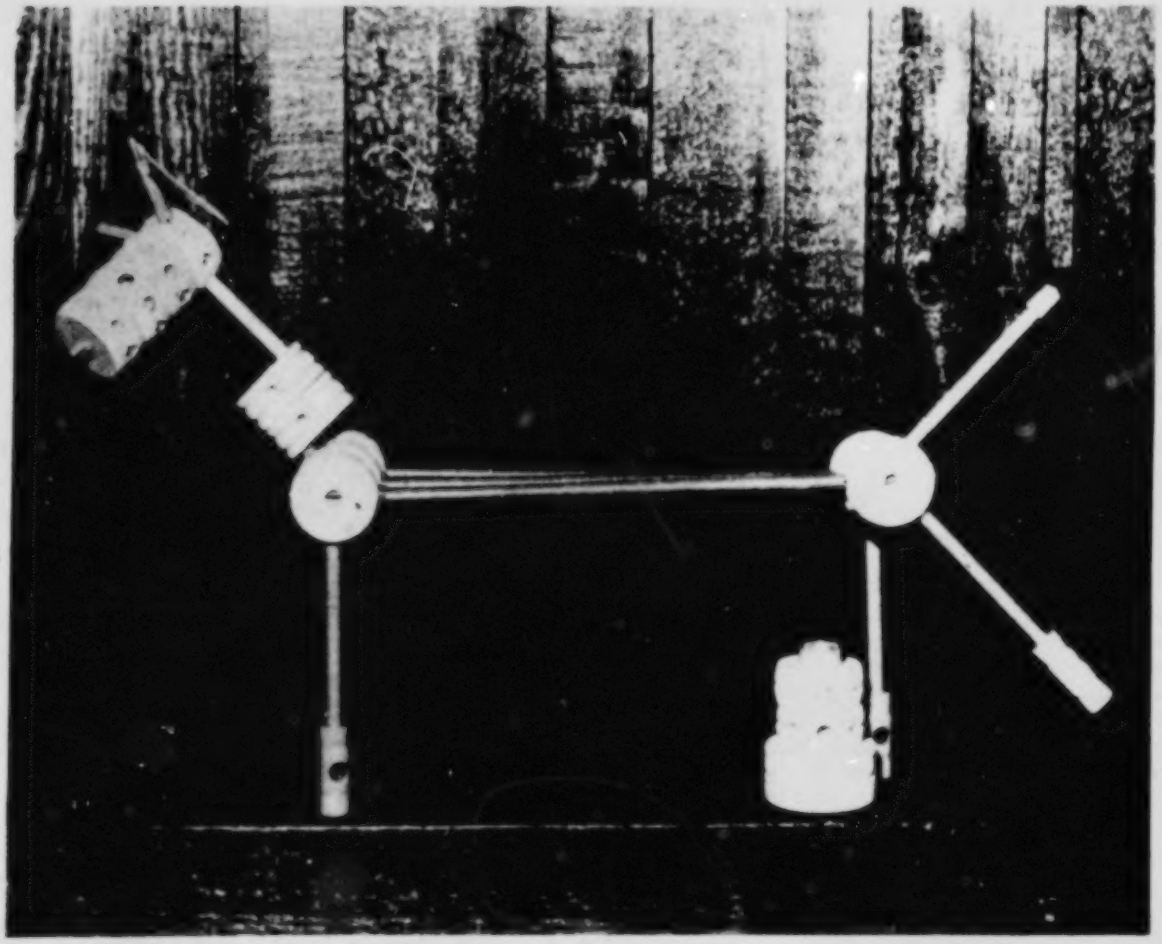
After one of the teams has completed the dog, Weber's Ideal Type of Bureaucracy is discussed. The exercise is used to illustrate the particular qualities of a bureaucracy, viz., high degree of specialization, hierarchical authority structure, and rules and regulations (activities and relationships among officers in a bureaucracy are governed by explicit rules and regulations). These qualities are especially evident in this exercise and are quickly recognized by the students. Other qualities of bureaucracies are discussed at this time along with alternatives to bureaucratic forms of organization.

Quite often in the process of building the dog, there is some deviation from the rules. When this happens, it is brought to the students' attention that the same rule-bending frequently occurs in real-life situations. Student deviations provide a situation wherein we can begin to discuss, with greater meaning, the concept of Ideal Types and the variations which are found in "real-world" organizations.

POSSIBLE PITFALLS: Only some of the groups will complete the dog in the 25 minutes allowed. Others will become frustrated and experience a complete breakdown in communication. However, these experiences can be used to illustrate some of the problems of alienation in bureaucracies.

AS USED BY: Jack Hickman and James Peterson
Cameron University, Lawton, Oklahoma
Mayville State College, Mayville, N.D.

COURSES: Introductory Sociology and Industrial Sociology



TECHNIQUE 7

CONCEPT AREA: Communication and Message Distortion (Also Rumor)

TEACHING OBJECTIVE: To show that whenever messages are transmitted from one person to another, some distortion takes place. Also, to show that the more persons there are in the chain, the greater is the distortion.

MATERIALS NEEDED: (1) Transparency of the attached diagram, (2) Prenumbered clear plastic sheets (4"x5½"), (3) Permanent marking pens or pencils, (4) Overhead projector, (5) Blank sheets of paper to place under plastic sheets to improve visibility, and (6) Ten chairs.

REFERENCES: A number of good reference materials are available on the problem of rumor transmission and message distortion. Enrichment materials for classroom discussion or lecture are available from:

Gordon W. Allport and Leo Postman, The Psychology of Rumor (New York: Henry Holt and Co., 1947).

Melvin L. DeFleur, "Mass Communication and the Study of Rumor," Sociological Inquiry, Vol. 32 (Winter, 1962), pp. 51-70.

Warren A. Peterson and Noel P. Gist, "Rumor and Public Opinion," The American Journal of Sociology, Vol. 57 (September, 1951), pp. 159-161.

Tamotsu Shibutani, Improvised News (Indianapolis: Bobbs-Merrill, 1966).

PROCEDURE: The use of chain messages is well-documented in the literature. Experiments consistently show that an original message when passed through several individuals usually undergoes rather dramatic distortion. The following teaching technique was specifically designed so that students could visually see distortions take place as a message is copied by different individuals in a communication chain. The procedure consists of having a student make a copy of an original diagram. This copy is then passed to a second individual, who in turn makes a copy of the first student's copy. Each individual's copy is made on a clear transparency, so the results can be placed on an overhead projector. This enables the rest of the class to see each copy as it moves from the original source through successive individuals.

To use this procedure, I begin by placing 10 chairs in a line in front of the classroom, all facing the same direction. I then ask for 10 volunteers from the class. The volunteers are seated so that the message can be passed along in a relay fashion, without their being able to see the work being done by others. It is important that the group be seated so that they may not see the screen upon which the copies of the message are to be projected.

The first individual in the chain is given a diagram which includes a variety of figures, shapes, and lines (see attached sample). Clear plastic sheets which have been numbered consecutively from 1 to 10 are then given to each individual in the chain. The sheet numbered 1 is given to the person with the original message. Sheet 2 is given to the person directly in front of that person, and so on. The numbers on the sheets are used to identify where each copy of the diagram fits into the communication chain.

The volunteers are told that the first person in the chain has received a message which he or she will reproduce on a sheet of clear plastic. However, no tracing will be allowed. The copy of the message made by the first person will then be passed to the second person in the line. This person is to make a copy of the first person's reproduction of the original message. The second person's copy will then be passed to the third person and the third to the fourth and so on until each individual in the chain has had a chance to copy the reproduction of the person sitting ahead of them in the chain.

After the first person has made a copy of the original diagram, I place the original on the overhead projector. Other copies are then placed on the screen

in sequence, so that the individuals in the classroom can compare each copy in the chain with the original. One important advantage to this technique is that noticeable distortions in the message take place even when individuals are allowed plenty of time to copy a message which is visually in front of them. Message distortion can be easily accentuated by allowing individuals to look at the message for only 20 seconds, after which their copy must be made from memory. However, this isn't really necessary, since rather predictable distortions will develop anyway.

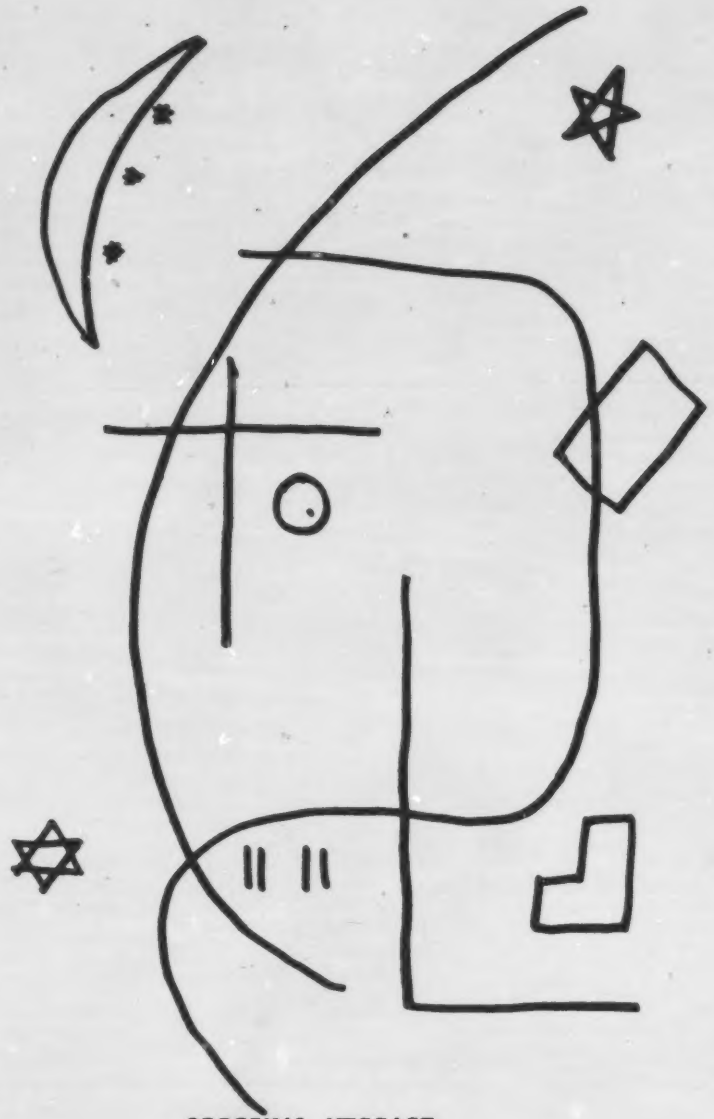
The findings from this classroom experiment typically substantiate research findings. Messages become reduced in length, edited in content to a more concise form, and finally become confused with a number of common cultural themes, as well as the interests and biases of the subjects. For example, the attached message which has undergone several reproductions, shows that several details in the original message have become abbreviated or lost. Also, lines have become shorter in length, and curved lines now approximate straight lines. Likewise, one can see that the six-pointed star in the original message has become a five-pointed star.

I use these findings to introduce materials on both theory and research dealing with message transmission.

POSSIBLE PITFALLS: It is important to emphasize to the class that the conditions under which this message has been passed are considerably better than what is normally present when verbal communications are passed from one individual to another. Time lapse between communication, the complexity of the message, the individual's familiarity with the information being passed, all make a difference in the amount of distortion which takes place.

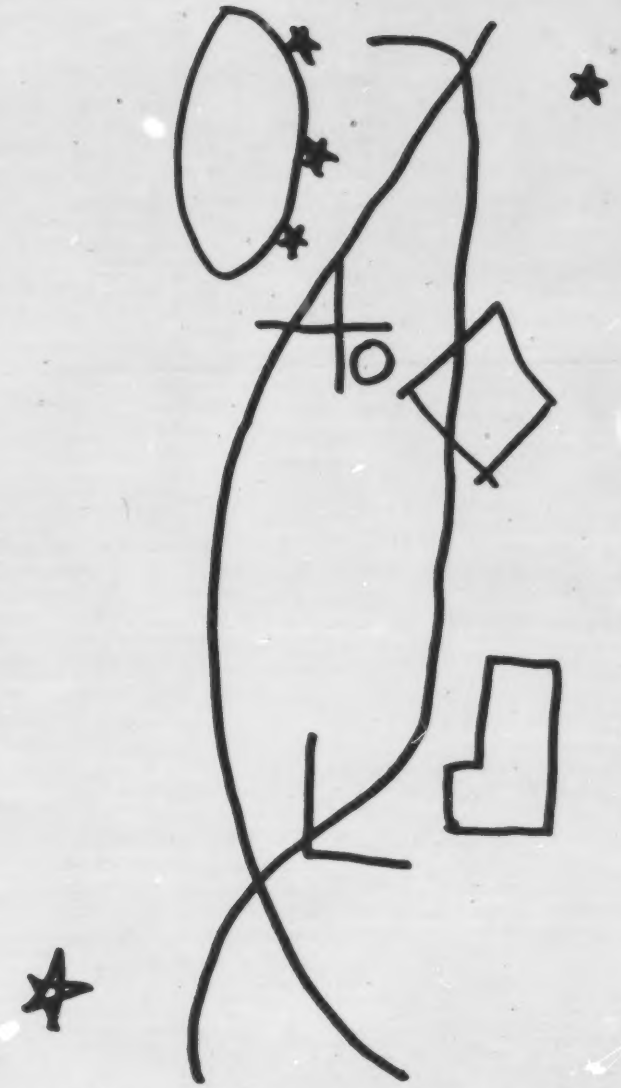
AS USED BY: Jack Hickman, Bruce Bylund, Reed Geertsen
Cameron University, Lawton, Oklahoma, and
Utah State University, Logan, UT

COURSES: Collective Behavior and Social Change



ORIGINAL MESSAGE

16-1



TYPICAL RESULT AFTER SEVERAL REPRODUCTIONS

TECHNIQUE 8

CONCEPT AREA: Communication in the Family

TEACHING OBJECTIVE: To illustrate situational barriers to communication.

REFERENCES: The idea for this technique came from a demonstration at a Family Life Workshop at the University of Utah in 1975.

PROCEDURE: This technique consists of having students role play a middle class American household in the early evening before dinner. I begin by asking class members to volunteer for the following roles: husband, wife, three children, a television set, dog, cat, radio, and kitchen noises. Then I ask the volunteers to act out the following scene:

> The time is set as early evening. The wife is in the kitchen preparing dinner, the children and animals are in front of the television set, the radio is going and noises are coming from the kitchen. The husband enters and proceeds to tell his wife about his day at work.

I let the scene unravel for several minutes, observing the amount of general household confusion and the frustration on the part of the couple trying to communicate.

After the role playing segment is completed, students are asked to describe their feelings about the "all around the house" scene. Generally, the students relate well to the scene as one they experience in their own homes. We discuss how the situational barriers which they have observed inhibit communication in many homes today. We then attempt to arrive at some possible solutions for improving communication under these conditions.

POSSIBLE PITFALLS: None.

AS USED BY: Frances Dressler, Department of Sociology
DeAnza College, Cupertino, California

COURSE: Marriage and Family

TECHNIQUE 9

CONCEPT AREA: Communities as Cognitive Maps

TEACHING OBJECTIVE: (1) To begin the study of communities from the students' perception of, and experience in, their own communities by use of a subjectively drawn map, (2) To illustrate that the boundaries and spatial features of communities are often subjectively determined by its residents as well as drawn by organizations for administrative and legal reasons.

MATERIALS NEEDED: (1) Large sheets of newsprint, (2) Crayons, (3) Ample space for drawing.

REFERENCES: The exercise may be done without assigned reading. However, the uses of cognitive mapping are discussed in Peter Orleans, "Differential Cognition of Urban Residents: Effects of Social Class on Mapping," in Downs and Shea (eds.), Image and Environment (Chicago: Aldine, 1973).

Also see Gerald Suttles, The Social Construction of Communities (Chicago: University of Chicago Press), pp. 21-43.

PROCEDURE: This exercise is used on the first day of class as a means of introducing basic concepts of community through the use of student perceptions of their own communities. Students are asked to draw an image map of their own community, which should include significant boundaries, local institutions, social groupings, problems, symbols and images. They are encouraged to draw whatever they want as long as it is based on their perceptions and experiences in their community.

After completing the maps (usually takes about 15 minutes) the class is divided into small groups (5-8 persons) for display and discussion of the maps. The discussion generally covers topics such as differences between legal boundaries and those defined by physical and social factors; the contrast in the availability of various kinds of services between communities; and differences in problems faced by communities, especially if the students represent a diversity of backgrounds. An additional consequence of the exercise is that it serves as a way for students to become acquainted with each other by sharing some of their values and experiences.

A variation of this exercise is to have each of the students draw a map of the campus and then compare the differences in the boundaries, problems, groupings and images. This may be used to illustrate how we each carry different perceptual maps of what is ostensibly the same community, often according to which social grouping we belong.

POSSIBLE PITFALLS: Occasionally, there are students who resist getting down on the floor and drawing with crayons.

AS USED BY: Richard Sundeen, School of Public Administration
University of Southern California, Los Angeles, California

COURSE: Urban Studies

EDITOR'S NOTE: A similar technique was also received from Paul D. Starr, Auburn University. Starr identifies the following additional references: P. Gould and R. White, Mental Maps (Penguin Press, 1974), and R.M. Downs and D. Shea, Maps in Mind (Harper and Row, 1977).

Ted Wagenaar, Miami University of Ohio, uses a similar technique for complex organizations. After having students individually draw image maps of complex organizations, he has them explain and justify their drawings in small groups. Group members then pool their ideas and collectively draw a new organizational picture representing their agreed-upon definition of what a complex organization is. Groups then explain their drawings and definitions to the class.

TECHNIQUE 10

CONCEPT AREA: Content Analysis and the Use of Secondary Data (Also Reliability, Changing Roles, Family)

TEACHING OBJECTIVE: To provide students with an experience in using content analysis as a technique for examining secondary data. Also to demonstrate the problem of reliability in content analysis.

MATERIALS NEEDED: (1) Instructions for performing content analysis (attached); (2) Summary chart to record findings (attached); and (3) Copies of *Life* and *Post* magazines for the years 1963, 1966, 1969, 1972.

PROCEDURE: The methods course in which this technique is used is organized into four units dealing with the four basic forms of research design, i.e., case study, experiment, survey, and secondary data. The following classroom activity has proven to be a successful means of helping students learn to do content analysis as a research tool. The technique consists of having students do a content analysis of pictures portraying possible marriage-family relationships in *Life* and *Post* magazines over a 10-year period. The findings show pronounced differences between magazines as well as within each magazine over the period from 1963-1972.

I begin by posing the following general question to the class as a potential research problem: "Are public orientations toward the family changing in American society?" With the class, I then explore ways in which this could be narrowed down to a specific research problem for study. Discussion typically moves in the direction of women's liberation, careers for women, and declining interest in raising children. After a few minutes of exploration, I propose the following: "Has the emphasis on family life been changing in popular magazines during the past 10 years?" We then move to the problem of developing some testable hypotheses. After discussing several possibilities, two specific ones are singled out for study: (1) The use of parent-child relationships in popular magazines has decreased in frequency during the past 10 years; (2) The use of man-woman relationships without children in popular magazines has increased in frequency during the past 10 years. At this point I suggest that operational measures might focus on a variety of content such as pictures, stories, articles, cartoons, etc. Also several questions of sampling need to be resolved, i.e., what magazines, how many issues, what content. I then explain that to simplify matters, I have developed some operational definitions focusing on pictures, and have selected some back issues of *Life* and *Post* magazines so they can do a content analysis in class.

To initiate the activity, students are divided into pairs, and copies of the two magazines are passed out to every other student. Three copies of the "Instructions for Performing Content Analysis" are also given to each two-person team. The instructions are briefly explained and students are told to trade magazines with other teams, until each team has analyzed three magazines. I also stress the importance of recording the magazine title, month, and year on each instruction sheet.

While students are analyzing the magazines, I write the attached Summary Chart on the blackboard, go around the room collecting completed sheets, and tabulate them on the board. The remainder of the class period is spent analyzing the results in terms of change and reliability. Typically, both hypotheses are supported. In addition *Life* shows much more emphasis on children than *Post*. Discussion centers on problems in establishing causal order and reasons for differences in how identical magazines were analyzed.

POSSIBLE PITFALLS: Class discussion preceeding the exercise must not be allowed to stray or bog down or you may run out of time before the exercise is completed.

AS USED BY: Reed Geertsen, Department of Sociology
Utah State University, Logan, Utah

COURSE: Research Methods

THE FAMILY IN POPULAR MAGAZINES

General Problem: Are public orientations toward the family changing in American society?

Specific Problem: Has the emphasis on family life been changing in popular magazines during the past 10 years?

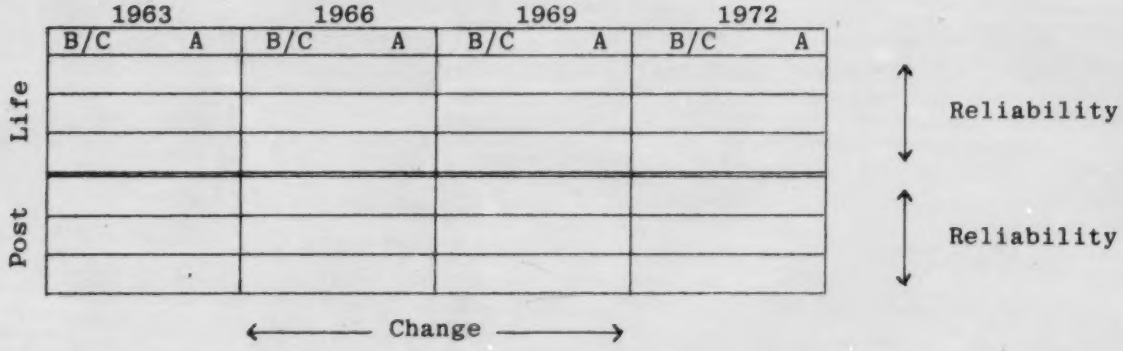
Hypotheses: (1) The use of parent-child relationships in popular magazines has decreased in frequency during the past 10 years.

(2) The use of man-woman relationships without children in popular magazines has increased during the past 10 years.

Possible Operational Measures: Pictures, stories, articles, cartoons, etc.

Sampling Questions: What magazines, how many issues, what content, etc.

SUMMARY CHART



INSTRUCTIONS FOR PERFORMING CONTENT ANALYSIS

Analyzers _____ Magazine _____

_____ Month _____

_____ Year _____

A. Total pages in magazine (count both sides of page including front and back cover—exclude foldouts) _____

B. Number of pages with pictures portraying possible parent-child or family relationships (count once for several pictures on a page—exclude cartoons) _____

C. Number of pages with pictures portraying man-woman relationship without children (count only once for several pictures on a page—exclude cartoons) _____

CONCEPT AREA: Cooperation and Competition

TEACHING OBJECTIVE: To provide students with an experiental basis for appreciating the historical and research evidence that cooperation is a difficult achievement; and to identify some of the factors that may increase the likelihood of successful cooperation.

MATERIALS NEEDED: (1) One to 10 sets of 5"x8" cards (4 cards to a set). One side of all cards is left blank. The other side has a large letter and the number 1 or 2 written on it in either red or blue. The letter refers to the pair and the number refers to one of two teams which make up the pair. The color red signifies a cooperative choice and blue means a competitive choice. The four sample cards for the first pair would be as follows: A1 (red), A1 (blue), A2 (red), A2 (blue). The second set would be B1 (red), B1 (blue), B2 (red), B2 (blue). Each team in pair A gets two cards, i.e., team 1 gets A1 (red) and A1 (blue); team 2 gets A2 (red), A2 (blue), etc.

(2) Instructions to students entitled "Game Instruction Package" (copy attached). (3) Experimenter Instructions (copy attached). (4) Data Summary Form (copy attached).

REFERENCES: Rathjens, "Dynamics of the Arms Race," Scientific American (April, 1969), pp. 15 ff.

"Prisoner's Dilemma Game" in David Johnson, Reaching Out (Prentice Hall, 1972), pp. 49-52.

W. Pfeiffer and J. Jones, Structured Experiences for Human Relations Training, Vol. 3 (San Diego: University Associates Press, 1971), pp. 60-62.

Anatol Rapoport, Experimental Games and Their Uses in Pscyhology (Morristown, N.J.: General Learning Corp., 1973).

PROCEDURE: This is a modified version of the simulation game known as "Prisoner's Dilemma." A detailed description of procedures is found on the accompanying handouts. The following general description refers to a single pair, for example, Team A1 versus Team A2. The same procedures would apply to all teams, if there are more.

First, all participants take time to read the handouts while the instructor puts the equivalent of the Data Summary Form on the blackboard. Teams are then chosen and each team sits facing the experimenter with their cards face down, ready to use, and out of sight of the other team. Teams are located front to back rather than side by side, so they cannot see each other's cards as they are raised.

The experiment consists first of a series of up to 15 trials or deals in which each team votes whether they are going to cooperate with their opponent (hold up a red card) or compete (hold up a blue card). If they both cooperate, each team earns one point or dollar. If one cooperates and the other competes, the cooperator loses two and the competitor wins two. If they both compete, they both lose one point. Point gains and losses for each trial are recorded by the experimenter on the board and then erased before going on to the next trial. The cumulative results are tallied by the instructor on a private Data Summary Form.

After 15 trials an opportunity is provided for the two teams to negotiate. After that, five more trials occur. At the end of the experiment, the instructor or the assistant tallies up the total gains and losses and reports the final outcomes for each team on the Data Summary Form previously recorded on the board.

Frequently, outcomes reveal that certain team pairs succeed in being highly cooperative, whereas others fail badly; certain teams sometimes demonstrate

a consistent sacrificing orientation whereas others demonstrate a very exploitative orientation; sex differences between teams are often pronounced (it is useful to make the teams homogenous by sex); negotiation in communication often improves the chances of cooperation. A list of discussion questions is included in the Experimenter Instructions.

SPECIAL APPLICATIONS: The most direct application is to courses in social psychology and small groups. But it can also be used in any course dealing with such win-or-lose situations as war, class conflict, marital conflict, crime, and many others.

POSSIBLE PITFALLS: A 50-minute hour is insufficient for this experiment. A 75-minute period is barely adequate but allows a little time for discussion. The instructor must be sure to have mastered the technical details of the experiment.

AS USED BY: Henry C. Finney, Department of Sociology
University of Vermont, Burlington, Vermont

COURSES: Introductory Sociology, Social Problems,
The Sociology of Cooperatives and Cooperative Communities

DATA SUMMARY FORM

Sex	TEAM	Deal 1	2	3	4	5	6	7	8	9	0	Negotiation 1	2	3	4	5	6	7	8	9	0	GAINS	LOSSES	SUM	FINAL PROFIT (Sum+40)
	A1																								
	A2																								
	B1																								
	B2																								
	C1																								
	C2																								
	D1																								
	D2																								
	E1																								
	E2																								
	F1																								
	F2																								
	G1																								
	G2																								
	H1																								
	H2																								
	I1																								
	I2																								
	J1																								
	J2																								

A couple of quotes made by an Austrian satirist might be worth considering:

"War is, at first, the hope that one will be better off; then, the expectation that the other fellow will be worse off; then, the satisfaction that he isn't any better off; and finally, the surprise at everyone's being worse off."

"Religion, morality, and patriotism are feelings that are manifested only when they are outraged."

Karl Kraus
(1874-1936)

GAME INSTRUCTION PACKAGE

This laboratory session consists of playing a relatively simple game. However, it is a serious game in one immediate respect. The dynamics underlying the situation are assumed to reflect very general social processes.

Each of you is now a member of a team representing a particular business company (companies A1, B1, C1, etc., and companies A2, B2, C2, etc.). You have been sent here as representatives of your company in order to arrive at a price-fixing agreement; that is, an agreement between your company and another company to offer your commodities at a set price. By agreeing to fix prices, you hope to (1) increase or maintain your company's total profits and (2) avoid open market competitions which would force you to reduce your service charges.

Although there are a number of companies in this region, you will enter into price-fixing agreements with only one other company. Through these agreements you stand to (a) increase your company's profits, (b) effect no change in your company's profits, or (c) reduce your company's profits.

The mechanism by which these agreements will be made is as follows: Your company at present has an excess of profits in the amount of $40,000 (i.e., 40 "points"). All companies in this region are beginning this session with 40 points. You may increase or decrease the number of "points" your company has depending on which of two choices your team makes on each of 20 price-fixing "deals." These choices are represented by the two cards you have before you--the "red" card and the "blue" card. Both of your two cards also designate your company name (A1, B2, E1, etc.).

As a team you are to briefly discuss each "deal" and develop a "strategy of play." Your task is simply to select one of your two cards as your "move" or "offer" on each deal. Your payoff will then depend upon your choice in conjunction with the choice made on that deal by the one other company with whom you are negotiating. The table below shows you the various payoffs for each of the four possible outcomes on each deal.

PAYOFF MATRIX

A RED Choice: Summarizes a series of hypothetical decisions designed to hold prices at their current level.

A BLUE Choice: Summarizes a series of hypothetical decisions designed to increase your profits at the expense of your competitor.

Thus, IF THEY CHOOSE:

WHILE YOUR TEAM CHOOSES:	RED	BLUE
RED	Then: 1. Your company's profits are increased by 1 unit ($1,000), and, 2. Their company's profits are increased by 1 unit.	Then: 1. Your company's profits are decreased by 2 units, and, 2. Their company's profits are increased by 2 units.
BLUE	Then: 1. Your company's profits are increased by 2 units, and, 2. Their company's profits are decreased by 2 units.	Then: 1. Your company's profits are decreased by 2 units, and, 2. Their company's profits are decreased by 2 units.

NOTE: Depending upon the choices made by you and your opponents on each of the 20 deals into which you will enter, you may increase your profits by as much as $40,000 (+40 points) or you may decrease your profits by as much as $40,000 (-40 points). Thus, in conjunction with your initial $40,000 (40 points), you may end with a total profit of $80,000 or $0,000! Obviously, businesses are not pleased with representatives who bankrupt their companies! On the other hand, good representatives are generally rewarded.

RULES

1. Be sure you have read the preceeding material carefully. Discuss the payoff matrix with your partner for about five minutes and make certain that each of you fully understands the implications of the various choices.

2. After this discussion, your instructor will notify you to prepare your choices for the first deal. Upon notice from the instructor you will indicate your choice by holding up the RED or BLUE card. Since these cards also designate your "business name," your instructor will be able to identify you and pair your choice with the appropriate opponent (A1 will deal with A2, B1 with B2 and so forth). IT IS IMPORTANT THAT EACH TEAM MAKE ITS CHOICES INDEPENDENTLY OF ANY OTHER TEAM. WE THUS ASK YOU NOT TO TRY TO VIEW YOUR OPPONENT'S (or any other team's) CHOICES. Your instructor will note the choices and write the payoffs on the board for you to see.

3. After your instructor records the payoffs on the board, he/ she will these onto a record and then erase the board to make ready for the next deal. You may use this brief time to discuss with your partner, but DO NOT discuss with ANY other team.

4. DO NOT RAISE YOUR CHOICE CARD ON ANY DEAL UNTIL YOUR INSTRUCTOR REQUESTS YOU TO DO SO. You must then show your choice IMMEDIATELY, without attempting to see the choice made by your competition. For your own protection, DO NOT LET ANY OTHER TEAM SEE YOUR INTENDED CHOICE BEFORE THE INSTRUCTOR CALLS FOR IT!

5. Your instructor will announce the number of each deal and will keep a complete and accurate record of the payoffs involved.

6. Upon completion of the 20 deals, the instructor will present to you the record of payoffs for all teams over all deals. Each of you will receive the complete payoff record as data for discussion and/or report-writing.

REVIEW THIS MATERIAL! IF YOU HAVE ANY QUESTIONS, SIMPLY RAISE YOUR HAND AND THE INSTRUCTOR WILL PROVIDE AID. YOU MAY NOT, HOWEVER, RAISE QUESTIONS ONCE NEGOTIATIONS HAVE BEGUN.

--GOOD LUCK--

EXPERIMENTER INSTRUCTIONS

Take to the lab:

1. Copies of game instruction package--one for each student (you may want to prepare copies of the Data Summary Form and discussion questions to hand out to students).

2. Two packages of choice cards: labeled "A1...J1 red/blue" and "A2... J2 red/blue." One card per choice per team. Write on cards in red or blue marker as appropriate.

3. An extra Data Summary Form for you to record payoffs.

At the lab:

1. Copy Data Summary Form on front board for later use. Also write the following chart for indicating outcomes for each round:

   A1-A2 B1-B2 C1-C2 D1-D2 E1-E2 F1-F2 G1-G2 etc.

2. Arrange the students into an even number of two-person teams (three-person teams are okay to handle an odd number of students or an enrollment of more than 40 students). Twenty teams is the maximum. Seat half of the teams in the front of the room, Teams A1 to J1, and the other half in the rear, Teams A2 to J2. To the extent possible make teams sex homogeneous within and across (opponent) teams. Indicate which teams are negotiating with each other, A1 plays against A2, B1 against B2, etc.

3. PASS OUT CHOICE CARDS--one red and one blue to each team.

4. Pass out game instruction package--while students read, write on board:

Team	Payoff	Team	Payoff
A1	+1	A2	+1
B1	-2	B2	+2
etc.		etc.	

   Then write in number of persons and sex composition of each team (such as MM, MF, FM, etc.) on the Data Summary Form.

5. Give students time to read instructions carefully. Ask for questions by raised hands. Take questions privately: try to answer all questions by referring to sections of the game instruction package. Don't let students entice or push you into specifying how they should decide on their choice --it's their dilemma.

6. Instruct students to prepare for the first deal. On all deals, simply say: "This is deal number ___ Ready ... (pause) ... Make your choice."

7. MAKE SURE CARDS GO UP IMMEDIATELY. NO TEAM SHOULD TRY TO SEE WHAT THEIR OPPONENTS ARE DOING. DO NOT LET STUDENTS RAISE CHOICE CARDS UNTIL YOU CALL FOR THEM.

8. LEARN THE FOLLOWING WELL! RECORD PAYOFFS CAREFULLY!

Team Choice:	X1	X2	Payoffs	X1	X2
	Red	Red		+1	+1
	Red	Blue		-2	+2
	Blue	Red		+2	-2
	Blue	Blue		-2	-2

Record the appropriate payoff (with signs) into short chart on the board (NOT DATA SUMMARY FORM). THEN RECORD ON YOUR SUMMARY SHEET. Then erase payoffs from the board and announce the start of the next deal. Proceed at a comfortable but necessary speed. DO NOT FORGET TO RECORD PAYOFFS ON YOUR SUMMARY SHEET!

9. After the 15th deal, announce: "Before we proceed with the last five deals I want each of you to meet with your negotiating company and discuss whatever you wish." Have some teams come front from rear; have others go to the rear from front. After FIVE MINUTES have all return to their original places. Proceed with the last five deals.

   DON'T FORGET THE NEGOTIATION PERIOD!

10. After the 20th deal, pass out data summary package. Construct the summary on the board and, from your record, fill in all the data row by row; COMPUTE FINAL PROFITS CAREFULLY. Ask your students to check calculations if you wish.

11. Conduct general discussion. Focus on why general pattern is failure to cooperate. Draw on discussion questions in getting students to discuss social implications of the Prisoner's Dilemma game.

SOME DISCUSSION GUIDES

1. Discuss your conscious motives and the apparent motives of your lab opponents with regard to choices made. To what extent did you try to infer the motives (and hence choices) of your opponent team? On what basis did you make these inferences?

2. In relation tc the above question, did the chance to enter into discussion (negotiation) with opponents appear to have an effect on the behavior of tne various teams? To pursue this, you may want to compute the proportion of cooperative choices before and after the negotiation.

3. Do our data reveal any interesting time trends either within specific groups or for all groups taken together? Does cooperation (or defection) appear more likely at some points than others? If so, why? Are there any indications that behavior in the lab varied according to the sex of the teams?

4. Considering the quotes on the summary sheet and other class discussions, what do you see as the fundamental social conflicts in this "prisoner's dilemma" situation? What are the differential effects of one choice over another in such a situation? How might "social planners" attempt to prevent the occurence of some of the least desirable outcomes?

5. What is the potential applicability of this abstract "gaming" situation to broader social issues? In what other social problem situation does the "prisoner's dilemma" process operate?

TECHNIQUE 12

CONCEPT AREA: Culture and its Pervasiveness

TEACHING OBJECTIVE: To show how culture affects behavior that may ordinarily be thought of as "natural" or completely individual.

MATERIALS NEEDED: (1) In large auditoriums, at least two microphones; (2) Slices of frankfurters with a toothpick in each one; (3) Small carton of mashed potatoes; (4) Green and purple food coloring.

PROCEDURE: The demonstration consists of two parts which relate to two different kinds of everyday behavior. One may choose to discuss each after its completion or to save discussion until both are completed. In each case, I give no indication as to what I am trying to accomplish, except to say that "we are going to conduct a few experiments that may help us understand something about culture."

Talking. I ask a male student to pretend he is talking on the telephone with two different students. Both are attractive people whom he feels he would enjoy having as friends. Both have classes with him. As an occasion for calling them, he suggests that they work together on an assignment. The only difference in the two cases is that the first is male, the second female. For his partners, I choose students who are attractive in a kind of wholesome way that will not corrupt the experiment.

The student places his call, engages in spontaneous conversation with the male and then with the female. On one occasion when I have used this, there was little noticeable difference. On all other occasions, the caller lowered his voice and became much smoother and more mellow-sounding with the girl. Sometimes the class gets it, sometimes they do not. In any case, I tape the conversations, point out what they should listen for, and then play the tape back. The point usually strikes home rather strongly.

Eating. For this demonstration, I cut frankfurters into squares and place a toothpick in each one, as with cocktail snacks. I dye the meat green with food coloring. I also purchase a small carton of mashed potatoes from Col. Sanders and dye it with purple food coloring. For the actual presentation, I talk briefly about the fact that much of our food is artificially colored and that, apart from vague worries about cancer, most of us don't think too much about it. Frankfurters, for example, would be gray and unappealing if they did not have a bit of coloring added. The coloring is tasteless; we know that. So, then, no one should object to eating green weanies. Would anyone like to try some? And the same with purple potatoes. By picking one's students a bit, it is usually possible to get several strong rejections, complete with appropriate facial expressions.

Discussion then focuses on the following questions: Why do males speak differently to males than to females? Why do we blanch at green weanies, but not at orange ones?

POSSIBLE PITFALLS: In the talking experiment, I would not choose participants that might cause any of the three predictable embarrassment. Obviously, one has to utilize good judgment and taste. When I have decided which students I want to utilize, I ask their permission privately before class and explain the nature of the demonstration briefly and try to assure them they are under no obligation to participate if they feel uncomfortable about it. So far, I have experienced no problems.

AS USED BY: William C. Martin, Department of Sociology
Rice University, Houston, Texas

COURSE: Introductory Sociology

TECHNIQUE 13

CONCEPT AREA: Definition of the Situation (Also Construction of Reality)

TEACHING OBJECTIVE: To show that in the absence of a definition of the situation, a situation which is almost 90% unambiguous remains conceptually ambiguous until or unless the definition is provided. Once provided, not only does the situation become clear, but further meaning and understanding of the situation become apparent.

MATERIALS NEEDED: Photograph of eight men (copy attached). Source: John Szarkowski (ed.), From The Picture Press (The Museum of Modern Art, N.Y., 1973), p. 55.

REFERENCES: For background reading on this topic see Peter McHugh, Defining the Situation: The Organization of Meaning in Social Interation (Bobbs-Merrill Co., N.Y., 1968).

Peter L. Berger and Thomas Luckmann, The Social Construction of Reality: A Treatise in the Sociology of Knowledge (Doubleday and Co. Inc., Garden City, 1967).

Burkhart-Holzner, Reality Construction in Society (Schenkman Publishing Co. Inc., Cambridge, 1972).

PROCEDURE: Display the photograph (a slide or opaque projector is best). Inquire by show of hands if anyone thinks they can identify what the picture portrays. Usually no one correctly identifies the photograph except to say something about a work crew. Begin to probe. What information can be extracted? Ages? Sex Composition? Ethnicity? Occupational or social class status? Location--urban? Rural? Street? Time of day? Day of week? Time of year? Point out how much detailed information we have, yet the situation is not clear. Then announce that it is a work crew installing a large pane of plate glass into a window frame. The "plates" the men are holding are suction cup grips. The man above is guiding the pane. Even the edge of the glass pane becomes evident.

Now that the situation is defined, what becomes clearer? The looks of struggle and/or strain on the men's faces? The second man from the left is younger-looking, better dressed, is he a usual member of the work crew? Or is he a foreman or supervisor helping to support the weight?

APPLICATION: Most situations have socially acceptable, recognizable symbols which announce the definitions of the situation. Banks have bars, guards, tellers; hospitals have QUIET ZONE signs; taverns are dark inside.

POSSIBLE PITFALLS: None experienced other than too early recognition of the photograph.

AS USED BY: Kenneth Kessin, Sociological Consultant
1024 North 47th Ave., Omaha, Nebraska

COURSE: Introductory Sociology, Social Psychology

TECHNIQUE 14

CONCEPT AREA: Development of Sociology and The Intellectual, Industrial and French Revolutions

TEACHING OBJECTIVE: (1) To capture the turmoil of the 18th and 19th centuries through paintings, (2) To give students a feeling of revolution and change that prompted a science of society, (3) To provide a background for Durkheim, Weber, Marx, Spencer, and others.

MATERIALS NEEDED: Slides of paintings, inventions, social philosophers of the 18th and 19th centuries. For example:

1. The Limbourg Brothers, DaVinci, and Durer--to demonstrate that "science" first came to the natural and physical world.
2. Fragonard, Boucher, and Watteau--to illustrate "art-as-decoration," society as ideal.
3. Hoggarth and Greuze--in approaching the French Revolution, painting offered "social statements," morals.
4. David--as The painter of the French Revolution period, and influenced by Rousseau (a social contract theorist) uses classical style and setting to offer "man and society" statements.
5. Gros--the painter of Napoleon; the less fortunate of the world (France) are recognized by Napoleon; social reform in process.
6. Gericault, Goya, Turner, Daumier, and Courbet--romanticism develops realism; subjects reflect reality.
7. Industrial Revolution--the steam engine, railroad, influence movement of population (urbanization), as well as change from cottage industry to mass production.
8. Early photography--Stieglicz and Hine document immigration to U.S.; to present an atmosphere of poverty and high density.

PROCEDURE: The first chapter of the text used in my course deals with the background and development of sociology as a science and as a perspective on society. I introduce this material by showing the above slides as I lead the class in a discussion on the turmoil of the 18th and 19th centuries as a time of social revolution. I do not darken the room completely so students can take notes and so I can see hands raised to ask questions! I have found that the art slides are generally so full of interpretation that students really get involved. As a result the instructor must keep students on the theme. One advantage I have found in using this technique is that one or two slides can really get a discussion going, whereas oftentimes a film must run its course before a statement can be made or student questions identified.

The use of fine art slides is limitless to depict "concepts" in sociology, i.e., Alienation--Giacometti, Hopper; Women's Roles--just about anything!

AS USED BY: Robert F. Lovely, Department of Sociology and Anthropology
Indiana University Northwest, Gary, Indiana

COURSE: Introductory Sociology

TECHNIQUE 15

CONCEPT AREA: Deviance and Cognitive Consistency

TEACHING OBJECTIVE: To illustrate the extent to which our images of deviants are reinforced by the mass media. Also to show how these images are often distorted, tend to be cognitively consistent, and help perpetuate a we-they dichotomy.

REFERENCES: C. Ronald Huff and Joseph E. Scott, "Deviance and Cognitive Consistency: Patterns in Public Attitudes Toward Deviance," Sociology and Social Research, Vol. 59 (1975), pp. 330-343.

Students who express a special interest in the impact of the mass media on images of deviant behavior should be encouraged to read Stanley Cohen and Jock Young (eds.), The Manufacture of News (Beverley Hills, California: Sage Publications, 1973).

PROCEDURE: During a class meeting early in the term, I tell students I am going to read a number of words and phrases. I want them to listen to each cue while sitting with their eyes closed (to correct for visual stimuli which might affect their responses) and record their initial free associations. I then read through a list of labels (e.g., "juvenile delinquent" and "rapist") pausing after each cue to allow class members to write a description of the images which they associate with each label. I insert at least one neutral cue between each of the deviance-related cues to help correct for the tendency to contaminate responses. It is also very important to stress, in the instructions, that students should record their first reactions.

Following this exercise, I have the students complete self-reporting forms which request confidential information about their previous behavior (voluntarily and anonymously, of course). The forms can be altered to reflect the focus of the course (e.g., criminology courses can utilize an abridged version of the state penal code--modified, of course, so that it presents offenses in behavioral rather than legal terms). All student responses are then tabulated and presented at the next class meeting.

The collective images of deviants which emerge serve as an excellent point of departure for class discussion. The discussion generally focuses on ways in which the mass media and other sources influence our images of deviance and deviants. The stereotypes which always emerge from student responses are contrasted with empirical research findings about deviance and deviants. Finally, the results of the self-report surveys are used in eliminating, or at least seriously undermining, the we-they dichotomy which many, if not most, students bring to courses on deviance and criminology. The ensuing discussion centers on behavior as a continuum, rather than as "good" or "bad." Students are confronted with the necessity of explaining why they have not been arrested for their "crimes" while others have. This, in turn, leads to a general introduction to, and consideration of, the ways in which deviant identities are established, sustained, and subjected to social control.

AS USED BY: Ronald Huff, Department of Sociology and Anthropology
Purdue University, West Lafayette, Indiana

COURSE: Deviance or Social Problems

TECHNIQUE 16

CONCEPT AREA: Deviance and the Seriousness of Criminal Behavior (Also Group Decision Making, Sampling Variation and Sampling Error)

TEACHING OBJECTIVE: To demonstrate some of the similarities which individuals have in their views towards deviant behavior, and to examine areas of consensus among group rankings and national sample rankings of the seriousness of various types of deviant behavior.

REFERENCES OR MATERIALS NEEDED: (1) The worksheet listing crimes and space for ranking (copy attached). This worksheet is adapted from Rossi, et al, "Seriousness of Crimes: Normative Structure and Individual Differences," American Sociological Review, Vol. 39 (April 1974), pp. 224-237. I selected 21 crimes from Rossi, et al's total of 140, then added "cross-dressing" since a case of male transvestism had been in the news in Chicago. The instructor may select a variety of crimes, or isolate one specific area, or simply use the ones I selected.

(2) Blackboard to list each group's rankings and the national sample ranking.

PROCEDURE: (1) While handing out the worksheets, I ask students to read through the list of 22 crimes and rank each according to "their perception of its seriousness" in contemporary American society in the "individual ranking" column by placing the letter of the "most serious" crime next to #1, etc. (15 minutes).

(2) I break the class into groups of 5-6 and assign each group a number. I then ask them to decide on a set of rankings for their group (25 minutes). While they are deliberating, I list each group's number and the list of crimes on the blackboard as follows:

Crime Ranking	Group #1	Group #2	Group #3	etc.
(most serious) 1				
2				
3				
.				
.				
.				
20				
21				
(least serious) 22				

Prior to class I record the "National Sample Ranking" behind a map or screen so the rankings are hidden from their view.

(3) Each group presents their rankings, which I write on the board. I ask each group to describe how they decided on selections, their considerations of seriousness, and any conflicts experienced within the group (15 minutes).

(4) I then reveal the rankings from a national sample and compare it with each group's rankings. We discuss the patterns of responses (violent, person, victimless, property, white collar crime, etc.) and their relative ranks in terms of consensus in society (20 minutes).

POSSIBLE PITFALLS: Scheduling time is very important, for without limits, group discussion would continue through the period. If groups appear slow in deciding ranks, I instruct them to discuss only the five or six "most serious" and the five or six "least serious"; then, these rankings are compared with the national sample.

AS USED BY: Robert F. Lovely, Department of Sociology and Anthropology
Indiana University Northwest, Gary, Indiana

COURSES: Social Problems, Research Methods/Statistics

NOTE: In the research methods course, I take a close look at individual and group rankings compared to the national rankings and use this for discussion on "sampling variation" and the "effects of averaging." I often notice distinct patterns in different types of groups--all female groups tend to rank rape as more serious; older groups tend to rank sex offenses as more serious. This is very helpful for presentation of sampling variation and sampling error for advanced students.

KEY: NATIONAL SAMPLE RANKINGS

(most serious)	1. L
	2. O
	3. T
	4. J
	5. U
	6. S
	7. B
	8. K
	9. C
	10. Q
	11. I
	12. R
	13. P
	14. F
	15. A
	16. G
	17. V
	18. E
	19. H
	20. N
	21. D
(least serious)	22. M (not in Rossi's sample)

Adapted from Peter Rossi, et al, "Seriousness of Crimes: Normative Structure and Individual Differences," American Sociological Review, Vol. 39 (April, 1974), pp. 224-237.

SERIOUSNESS OF CRIMES WORKSHEET

Instructions: Place the letter of what you think is the "most serious" crime in #1, next "most serious" in #2, etc., until you reach #22, or what you feel is the "least serious" crime.

a. soliciting for prostitution
b. causing auto accident death while drunk driving
c. mugging (assault) and stealing $200
d. being drunk in a public place
e. selling pornographic magazines
f. desertion from the military in peace time
g. engaging in homosexual acts (male) with consenting adults
h. fixing prices of a consumer product like gasoline
i. knowingly selling stolen goods
j. assassination of a public official
k. father-daughter incest
l. planned killing of a policeman
m. cross-dressing (transvestism) in public places
n. false advertising of a headache remedy
o. selling heroin
p. mother-son incest
q. practicing medicine without a license
r. lending money at illegal interest rates
s. deliberately starting a fire which results in a death
t. forcible rape of a stranger
u. making sexual advances to young children
v. engaging in homosexual acts (female) with consenting adults

INDIVIDUAL RANKINGS		GROUP RANKINGS	
(most serious)	1.	(most serious)	1.
	2.		2.
	3.		3.
	4.		4.
	5.		5.
	6.		6.
	7.		7.
	8.		8.
	9.		9.
	10.		10.
	11.		11.
	12.		12.
	13.		13.
	14.		14.
	15.		15.
	16.		16.
	17.		17.
	18.		18.
	19.		19.
	20.		20.
	21.		21.
(least serious)	22.	(least serious)	22.

TECHNIQUE 17

CONCEPT AREA: Dialectic

TEACHING OBJECTIVE: To help students understand the dialectic as both a prose style and a way of thinking.

MATERIALS NEEDED: Any selections of Marx's writings.

PROCEDURE: I point out the aesthetic and philosophic delight Marx seems to get from constructing a sentence that turns an expression inside out. Examples: "The worker therefore only feels himself outside his work, and in his work feels outside himself," and "The less you are, the more you have." I then talk about a style of thought that sees inherent contradictions as a fundamental part of life and negation as a major process of developing truth. I ask them to find their own favorite dialectical sentence. I ask them to try to compose one. I show them one I've composed on species-being: "People should live to work, not work to live." In short, I try to get them to think dialectically.

POSSIBLE PITFALLS: This may not appeal to all students; perhaps it is only the more imaginative that enjoy it. I use it because it doesn't take much time and it does expand their awareness.

AS USED BY: Bob Leighninger, Department of Sociology
Western Michigan University
Kalamazoo, Michigan

COURSE: Foundations of Sociological Theory

TECHNIQUE 18

CONCEPT AREA: Ethnocentrism and Cultural Relativism

TEACHING OBJECTIVE: To provide an example of how situations may have different meanings to the parties involved depending on their cultural definitions and standards.

REFERENCES AND MATERIALS NEEDED: The attached excerpt from Hans Ruesch, Top of the World (New York: Harper and Row, 1950), pp. 87-88.

PROCEDURE: As part of a unit on cultural relativism, I either play a recording, read, or hand out a copy of the attached dialogue between Ernenek, an Eskimo; Asiak, his wife; and their attorney regarding the Eskimo's reasons for killing a missionary who refused to sleep with his (the Eskimo's) wife. I then pose the following question for discussion: "Do you think Ernenek will receive a fair trial?" This question generally produces a lively discussion concerning ethnocentrism and the relevancy of social values as well as the problems of evaluating other cultures by one's own standards.

AS USED BY: Ronald Watcke, Department of Sociology
Wayne County Community College, Detroit, Michigan

COURSE: Introductory Sociology

Excerpted from: Hans Ruesch, Top of the World (New York: Harper & Row, 1950), pp. 87-88.

"You said the fellow you killed provoked you?"

"So it was."

"He insulted Asiak?" (his wife)

"Terribly."

"Presumably he was killed as you tried to defend her from his advances?"

Ernenek (her husband) and Asiak looked at each other and burst out laughing.

"It wasn't so at all," Asiak said at last.

"Here's how it was," said Ernenek. "He kept snubbing all our offers although he was our guest. He scorned even the oldest meat we had."

"But the worms were fresh!" said Asiak.

"It happens, Asiak, that we are used to foods of a quite different kind."

"So we noticed," Ernenek went on, "and that's why, hoping to offer him at last a thing he might relish, somebody proposed him Asiak to laugh (have sexual intercourse) with."

"Let a woman explain," Asiak broke in. "A woman washed her hair to make it smooth, rubbed tallow into it, greased her face with blubber, and scraped herself clean with a knife, to be polite."

"Yes," cried Ernenek, rising. "She had purposely groomed herself! And what did the white man do? He turned his back to her! That was too much! Should a man let his wife be so insulted? So somebody grabbed the scoundrel by his miserable little shoulders and beat him a few times against the wall--not in order to kill him, just wanting to crack his head a little. It was unfortunate it cracked a lot!"

"Ernenek has done the same to other men," Asiak put in helpfully, "but it was always the wall that went to pieces first."

The white man winced.

"Our judges would show no understanding for such an explanation. Offering your wife to other men!"

"Why not? The men like it and Asiak says it's good for her. It makes her eyes sparkle and her cheeks glow."

"Don't you people borrow other men's wives?" Asiak inquired.

"Never mind that! It isn't fitting. That's all."

"Refusing isn't fitting for a man!" Ernenek said indignantly. "Anybody would much rather lend out his wife than something else. Lend out your sled and you'll get it back cracked, lend out your saw and some teeth will be missing. Lend out your dogs and they come home crawling, tired--but no matter how often you lend out your wife she'll always stay like new."

TECHNIQUE 19

CONCEPT AREA: Ethnocentrism and Cultural Relativity

TEACHING OBJECTIVE: To highlight the ideas and ethnocentrism and cultural relativity by showing that we can look sideways at our own society if it is described in unfamiliar terms. To open the way for future discussions of "loaded" descriptions and their dangers.

REFERENCES AND MATERIALS NEEDED: (1) A colleague or drama student unknown to your class. (2) A copy of Horace Miner, "Body Ritual Among the Nacirema," American Anthropologist, Vol. 58 (1956), pp. 503-507.

PROCEDURE: I begin with a white lie by telling the class we have as a guest speaker an anthropologist who is going to describe an unusual culture which he visited several years ago. I ask the class to listen to the description and tell them we will discuss pertinent parts later and vote on where the culture is located and how and why its cultural patterns have developed as they have. The guest speaker then reads or ad libs the Miner article. This article is an artistic portrayal of the American culture as it might appear from the eyes of an anthropologist visiting our society for the first time. I then ask how many in the class feel the culture described is located in Asia, Africa, South America, Australia, etc. Many have figured out that the culture discussed is ours and I allow them to help me go back over and explain what the various "shrines" and rituals actually are.

Next we discuss the Malinowski quote at the end of the article concerning ethnocentrism and cultural relativity. I also tell the following riddle to further illustrate the way we are influenced to think in terms of our own culture:

> A father and son are in a terrible accident and the father is killed and the son is rushed to the hospital and prepared for surgery. The doctor comes in, looks down at the boy on the operating table and exclaims: "Oh God, I can't operate, that's my son!"

Students are asked to explain why the doctor says this; many students know the riddle, but I point out that in the Soviet Union where a majority of surgeons are women it would not even be a riddle. We again discuss the influence of our own culture on the way we think and perceive.

APPLICATIONS: In addition to illustrating ethnocentrism and cultural relativity, this exercise can lead to many discussions on a wide range of topics, such as dangers in participant observation or value-laden reporting, criticisms and disagreements in anthropology, discussions of our own culture.

POSSIBLE PITFALLS: This works best with a large lecture where those who catch on do not tell everyone else. Certain parts of the article, such as chopping down the cherry tree and the Potomoc River, are dead giveaways and perhaps should be deleted. I always leave out the description of the location.

AS USED BY: Sharon E. Baxter, Department of Sociology
University of Maryland, College Park, MD

COURSE: Introductory Sociology

TECHNIQUE 20

CONCEPT AREA: Family Structure in Historical-Cultural Perspective

TEACHING OBJECTIVE: To start out the course on Family Sociology with a cross-cultural and historical perspective on the institution of the family and its relationship to other societal institutions.

REFERENCES AND MATERIALS NEEDED: Information for the calendar can be found in most anthropology textbooks dealing with evolution. The population data was taken from an old issue of Time magazine.

PROCEDURE: I begin by asking students to explain in a few sentences how they would define "family." Predictably they refer to their own families of orientation or to the family life they have witnessed in growing up. As an introduction to a sociological perspective on the family, I then outline the "historical" and "people" accounts that follow:

Calendar of the Evolution of Man

Since the exact date of the appearance of human beings is not known, let us estimate that appearance at about one and a half million years ago. Then we can compare human history with a calendar year in which one "day" equals four thousand years.

In this scheme, January 1 would witness the appearance of our Homo Habilis ancestors. Homo Habilis could walk erect and use the most primitive tools. Hunting in bands, they probably could not talk as we do, though they undoubtedly had some methods of communication. Speech, as we know it today, evolved very gradually during the first three months of the hypothetical year. Evolutionary progress was at best tedious and halting; fire, first for protection from the cold and wild animals, and only much later for cooking; tools chipped from stone; the skills of hunting; the slow concentration and involutions of the cerebral cortex. Summer came and went, and fall was two-thirds through its course when the Neanderthals finally appeared around November 1. The first indications of a religious belief can be seen in the burial sites of the later Neanderthals, around December 17 in our scheme.

By December 24 of our hypothetical year, all the nonsapiens or primitive human forms had died out or been absorbed by the more progressive and modern Cromagnons. Agriculture began around December 28 and the whole of our historical era, the brief six to ten thousand years of which we have records, is nestled in the last two days of our "year." Socrates, Plato, and Aristotle were born about 9 a.m. on December 31, Christ at noon, and Columbus about 9:30 p.m. The final hour of December 31, from 11 p.m. to midnight, New Year's Eve, embraces all of the 19th and 20th centuries.

Population Perspective

Take the three billion people of the world and represent them in a community of one hundred.

- 6 would be U.S. citizens; 94 would be citizens of other countries
- 6 would own one-half of the money in the world; of the 94 others, 20 would own virtually all the remaining half
- 6 would have 15 times more material possessions than the other 94 put together
- 6 would have 72% more than the average daily food requirement; two-thirds of the 94 would have below minimum food standards; and many of them would be on a starvation

53

The life-span of 6 would be over 70 years; the life-span of 94 would be around 39 years

Of the 94, 33 would come from countries where Christianity is taught; of those 33, 24 would be Catholic and 9 would be Protestant

Less than one-half of the 94 would have heard of Christ; the majority of the 94 would know of Lenin

By the year 2000, one out of every two persons will be Chinese!

At the end of these accounts, I briefly point out how time, economics, and ideology have an impact on both the structure and functions of marriage and the family. Students are quick to join in and explore the future as well as the past and to give examples of what they know about families in other countries, and, in general, switch on their "sociological imagination."

POSSIBLE PITFALLS: No problems. I do find it helpful to outline the historical "calendar" on the blackboard prior to the lecture, and then point to it during my discussion.

AS USED BY: Marie Withers Osmond, Department of Sociology
Florida State University, Tallahassee, Florida

COURSE: Sociology of Marriage and the Family

NOTE: See Technique 25 for additional variations of this teaching strategy.

TECHNIQUE 21

CONCEPT AREA: Founding Fathers of Sociology

TEACHING OBJECTIVE: To help students see that the early masters of sociology were real people with real passions who often led interesting and complicated lives.

MATERIALS NEEDED: The attached handout which includes (1) a list of 12 theorists, (2) "one liner" biographical glimpses, (3) one "touchstone" quotation from each theorist, and (4) a space for identifying each theorist's picture (pictures of all twelve theorists can be easily obtained from Coser's Masters of Sociological Thought).

REFERENCES: The factual material for this exercise was taken from Lewis A. Coser, Masters of Sociological Thought (New York: Harcourt, Brace, Jovanovich, 1971). Sources for quotations are given at the end of the handout.

PROCEDURE: I hand out the attached exercise on the first day of class. This exercise asks students to try matching twelve theorists with numbers corresponding to their pictures, key quotations, and short biographical descriptions. I explain that some of the people and ideas may be familiar and some may not be. I also indicate that the assignment will be given again later in the term as an informal review for one or more of the regular exams. I then pass out a set of pictures to every other student and suggest that they work in pairs. This helps to get students acquainted and increases the enjoyment of the exercise.

After 10-15 minutes of work, I go through the exercise asking for answers from students whenever possible. From there I go to a more conventional introduction of myself, distribution of syllabus, outlining objectives and procedures, and responding to questions about the course. At the close, I ask them to keep the exercise and to use it in later reviews. I emphasize that although the ideas are more important than the names and the faces, the development of sociological theory is still going on, and these people have had a lot to do with it. Therefore, we'll be learning, at least part of the time, how their lives and times affected their ideas, as well as how their ideas have influenced this field, and the world.

POSSIBLE PITFALLS: Selection of "colorful" incidents from the lives of the theorists focuses attention on the unusual; however, the success of the exercise in humanizing what some students fear is going to be a "dry and difficult" course, I feel outweighs this potential hazard.

AS USED BY: Dick Colvard, Department of Sociology
Southern Oregon State College, Ashland, Oregon

COURSE: History of Sociological Theory

EXERCISE KEY:

Name	Quotation	Sketch	Name	Quotation	Sketch
Comte	8	7	Simmel	4	5
Marx	9	3	Mead	11	10
Spencer	7	6	Weber	12	4
Pareto	2	11	Cooley	5	12
Veblen	1	9	Park	6	1
Durkheim	10	8	Mannheim	3	2

MATCHING EXERCISE

Instructions: Match the scholar with the appropriate picture, quotation and biographical glimpse.

Scholar's Name	Quotation Number	Biographical Sketch No.	Picture Number
1. Comte 1789-1857			
2. Marx 1818-1883			
3. Spencer 1820-1903			
4. Pareto 1848-1923			
5. Veblen 1857-1929			
6. Durkheim 1858-1917			
7. Simmel 1858-1918			
8. Mead 1863-1931			
9. Weber 1864-1920			
10. Cooley 1864-1929			
11. Park 1864-1944			
12. Mannheim 1893-1947			

BIOGRAPHICAL SKETCHES

1. supported himself part of the time as a journalist

2. left Germany for England because of political unrest

3. left Europe for England because of political agitation

4. once threw his father out of the house for harassing his mother; suffered nervous breakdowns at intervals which affected his scholarly productivity

5. was widely admired by other scholars, but, being a Jew, was discriminated against and never got a major university appointment

6. never had much formal schooling; may have died a virgin

7. became in his later years something of a "mad prophet" of science (including especially sociology) as a new sort of secular religion

8. came from a long line of Jewish rabbis; was very influential in his nation's system of education--developing sort of a sociological "catechism"

9. grew up on a farm; was kicked out of several major universities where he was teaching--dismissed partly because of his "scandalous" love life

10. never published much of his thinking during his own lifetime; has had greatest influence since his death

11. was at one time hailed as a major scholar by a famous dictator

12. was extremely shy but also clever, e.g., he showed more shyness than he sometimes felt and was able to get out of a lot of university administrative work by seeming too shy and bumbling; this let him get more research done

Matching Quotations

1. "Institutions are products of the past process, are adapted to past circumstances, and are therefore never in full accord with the requirements of the present."

2. "In the beginning, military, religious, and commercial aristocracies and plutocracies. . .must have constituted part of the governing elite and sometimes made up the whole of it. . . .(But) history is a graveyard of aristocracies. . . .They decay not in number only. They decay also in quality, in the sense that they lose their vigor, that there is a decline in the properties of the residues which enabled them to win their power and hold it."

3. "(No given individual) confronts the world and, in striving for the truth, constructs a world view out of his experience. . .It is much more correct that knowledge is from the very beginning a cooperative process of group life, in which everyone unfolds his knowledge within a framework of a common fate, a common activity, and the overcoming of common difficulties."

4. "(Power) conceals an interaction, an exchange. . .which transforms the pure one-sidedness of superordination and subordination into a sociological form. . ."

5. "So strong is the individualist tradition in America and England that we hardly permit ourselves to aspire toward an ideal society directly, but think that we must approach it by some distributive formula, like. . .'The greatest good of the greatest number.' Such formulas are unsatisfying to human nature . . .the ideal society must be an organic whole, capable of being conceived directly, and requiring to be so conceived if it is to lay hold upon our imagination."

6. "The principle of dominance operates in the human as well as in the plant and animal communities. The so-called natural or functional areas of a metropolitan community. . .owe their existence directly to the factor of dominance, and indirectly to competition."

7. "As society grows, its parts become unlike. . .The unlike parts assume activities of unlike kinds. These activities are not simply different, but the differences are so related as to make one another possible. The reciprocal aid thus given causes mutual dependence of the parts. And the mutually dependent parts, living by and for one another, form an aggregate constituted on the same general principles as in an individual organism."

8. "In the final, the positive state, the mind has given over the vain search after Absolute notions, the origin and destination of the universe, and the causes of phenomena, and applies itself to a study of their laws--that is, their invariable relations of succession and resemblance."

9. "What else does the history of ideas prove, than that intellectual production changes its character as material production is changed? The ruling ideas of each age have ever been the ideas of its ruling class.

10. "A nation can be maintained only if between the state and the individual there is intercalated a whole series of secondary groups near enough to the individuals to attract them strongly into their spheres of action and drag them, in this way, into the general torrent of social life. . .Occupational groups are suited to fill this role and that is their destiny."

11. ". . .The complex co-operative processes and activities and institutional functionings of organized human society are. . .possible only in so far as every individual involved in them. . .can take the general attitudes of all other such individuals with reference to these processes. . .activities and . . .functions, and to the organized social whole of experiential relations and interactions thereby constituted--and can direct his own behavior accordingly."

12. "The fate of our times is characterized by the rationalization and, above all, by the 'disenchantment' of the world."

Sources of Quotations

1. Thorstein Veblen, The Theory of the Leisure Class (New York: Modern Library, 1934), p. 191. Cited in Lewis A. Coser, Masters of Sociological Thought (New York: Harcourt Brace Jovanovich, 1977), p. 272.

2. Vilfredo Pareto, The Mind and Society, ed. Arthur Livingston, 4 vols. (New York: Harcourt Brace Jovanovich, 1935), pp. 2052-2054. Cited in Coser, op. cit., p. 398.

3. Karl Mannheim, Ideology and Utopia (New York: Harcourt Brace Jovanovich, 1936), p. 26. Cited in Coser, op. cit., p. 429.

4. Georg Simmel, The Sociology of Georg Simmel, ed. and trans. by Kurt H. Wolff (New York: The Free Press, 1950), p. 186. Cited in Coser, p. 185.

5. Charles Horton Cooley, Social Process (Carbondale: Southern Illinois University Press, 1966), p. 417. Cited in Coser, op. cit., p. 307.

6. Robert E. Park, Human Communities (New York: The Free Press, 1952), p. 151. Cited in Coser, op. cit., p. 363.

7. Herbert Spencer, The Evolution of Society: Selections from Herbert Spencer's Principles of Sociology, ed. Robert L. Carneiro (Chicago: The University of Chicago Press, 1967), p. 8. Cited in Coser, op. cit., p. 91.

8. Auguste Comte, Systeme de Politique Positive, 4 Vols., 4th Ed. (Paris: Crès, 1912). Vol. IV, pp. 1-2. Cited in Coser, op. cit., p. 7.

9. Karl Marx and Frederick Engels, The Communist Manifesto, ed. Frederick Engels (New York: International Publishers, 1948), p. 29 (100th Anniversary Edition). An almost identical passage from Karl Marx, Selected Writings in Sociology and Social Philosophy, newly trans. by T.B. Bottomore (London: McGraw-Hill, 1964), p. 78. Cited in Coser, op. cit., p. 50.

10. Emile Durkheim, The Division of Labor in Society, trans. by George P. Simpson, 2nd ed. (Glencoe, Illinois: The Free Press, 1933), p. 28.

11. George Herbert Mead, Mind, Self and Society, ed. Charles W. Morris (Chicago: The University of Chicago Press, 1934), p. 155.

12. Max Weber, From Max Weber: Essays in Sociology, ed. and trans. by H.H. Gerth and C. Wright Mills (New York: Oxford University Press), p. 155. A brief discussion of this idea can be found in Coser, op. cit., pp. 233-234.

TECHNIQUE 22

CONCEPT AREA: Group and Individual Decision Making (Also Group Pressures, Group Process)

TEACHING OBJECTIVE: To illustrate the processes of individual and group decision making.

REFERENCES AND MATERIALS NEEDED: Copies of the attached work sheet derived from Clifford Kirkpatrick, The Family, 2nd ed. (New York: Ronald Press, 1963), p. 389.

PROCEDURE: Each student first receives a copy of the attached handout which lists Kirkpatrick's 10 factors of marital success. Students are then given 10 minutes to individually rank order the factors which they feel are most important for success in marriage.

Next, individuals are arranged into groups of five or six. Their instructions are to arrive at a group ranking for all 10 factors. The rankings must be agreed upon by each group member before it can become part of the group's decision. Twenty minutes are allowed for this task.

While groups are deliberating, the 10 factors are listed on the board followed by spaces to record each group's rank for each factor. After 20 minutes, the ranks for each group are recorded. Following a brief analysis of areas of agreement and disagreement including any explanations groups want to provide, I supply the rankings of Kirkpatrick (Key: the 10 factors are already arranged in rank order, i.e., happiness of parents' marriage first, good relationship with parents during childhood tenth).

The remaining time is devoted to a discussion of group process and group decision making. The following questions are raised:

(1) What problems did you have in making individual decisions? Group decisions?
(2) How was the group organized? Did a leader emerge? Why?
(3) Did everyone in the group have something to offer? If not, did the group try to get everyone involved?
(4) Did any divisions arise in the group? Along racial line, or sex, or based on age?
(5) How did the group solve conflicts that arose?
(6) Was consensus reached on each decision? How did/were dissidents treated?
(7) Was everyone satisfied with the group's decision?

POSSIBLE PITFALLS: Time is important. There should be at least 20 minutes allowed at the end of group work for groups to report their rankings and to debrief the process.

AS USED BY: Ronald Watcke, Department of Sociology
Wayne County Community College, Detroit, Michigan

COURSE: Introductory Sociology

NOTE: Another variation of this technique using factors necessary for short-term survival on the moon is available in Joseph Faulkner and Rex Warland, Exercises in Sociology (Columbus, Ohio: Charles Merrill Publishing Co., 1974).

A slightly different use of Kirkpatrick's 10 factors was received from Lynn Smith, Ricks College. Professor Smith gives groups of students a copy of the 10 factors and has them discuss what each factor means prior to identifying what they think are the five most important in selecting a mate.

MARITAL SUCCESS

In 1970, a study revealed that one-quarter to one-third of all marriages performed in the United States that year would end in divorce. When one considers all the marriages before 1970 and those since, we can begin to see why the U.S. has such a high divorce rate. A high divorce rate may be influenced by many things, such as, relaxation of the moral code that opposes divorce, changes in laws, and an increase in the standard of living. But as we know not all marriages end in divorce.

There have been numerous efforts to predict marital success. Sociologists have investigated the relationship between criteria of marital happiness and factors such as social background of respondents, family history, engagement history, and personality characteristics of the engaged couple. From all of these efforts Clifford Kirkpatrick, a sociologist, has arrived at 10 factors which seem to be most predictive of marital adjustment. Below are listed these 10 factors of marital success. Your task is to rank order them in terms of their importance for marital success. Please place the number "1" by what you feel is the most important item, the number "2" by the second most important, and so on through "10," the least important.

YOUR RANK	GROUP RANK	FACTOR
_____	_____	Happiness of parents' marriage
_____	_____	Length of acquaintance and engagement
_____	_____	Adequacy of sexual training in childhood
_____	_____	Personal happiness in childhood
_____	_____	Approval of the marriage by significant others
_____	_____	Adjustment toward one another during the period of engagement and normal progression toward marriage; no "breakups"
_____	_____	Similarity of ethnic and religious background
_____	_____	High social status and length of education
_____	_____	Maturity and similarity of actual age
_____	_____	Good relationship with parents during childhood

TECHNIQUE 23

CONCEPT AREA: Group Pressure and Social Behavior

TEACHING OBJECTIVE: To demonstrate how the behavior of others influences the individual.

MATERIALS NEEDED: A small half-pint jar of popcorn grains, with the total number of grains recorded on a tiny folded piece of paper inside the jar. (Several hundred grains fit in a small jar.)

PROCEDURE: Pass the jar around and ask each student to guess the number of grains in the jar. Record the guesses on the board. After all have guessed, invite them to check the jar again and make a second guess, keeping the old estimate or trying a different one. Record second guesses on the board, leaving first guesses intact.

When everyone has finished, show them how the guesses have narrowed in range, with less dispersion on the second pattern. Point out that individuals modified their guesses in line with the group in a classroom situation. How much greater would the convergence be if the members were close friends and the decision a crucial one!

POSSIBLE PITFALLS: Use a plastic jar in case the jar is dropped. Counting the grains is tedious; persuade a grade-school child to do it if possible (my daughter counted them for me).

AS USED BY: Marie Marschall Fuller, Department of Sociology and Social Work
Texas Woman's University, Denton, Texas
Summary prepared by Laura W. Purdom

COURSE: Introductory Sociology

TECHNIQUE 24

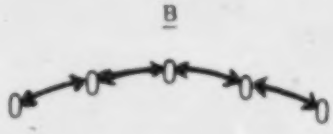
CONCEPT AREA: Group Structure and Formal Communication (Also Leadership, Group Efficiency)

TEACHING OBJECTIVE: To demonstrate some of the outcomes of varying participation in group communications such as group efficiency, leadership and morale.

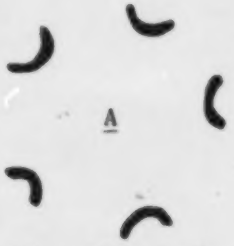
MATERIALS NEEDED: (1) Several hundred small slips of paper (2" x 2"), (2) symbol lists and questionnaires (see attached ditto master).

REFERENCES: This exercise was adapted from Alex Bavelas, "Communication Patterns in Task-Oriented Groups," pp. 668-682 in Dorwin Cartwright and Alvin Zander (eds.) Group Dynamics: Research and Theory, 2nd Ed. (New York: Harper and Row, 1960).

PROCEDURE: The following class activity is a modified version of the experiments of Alex Bavelas on patterns of communication in groups. The experiments consist of comparing the efficiency, leadership, and morale of two or more five-person groups with different opportunities for communication. In group A, everyone has an equal opportunity for communication. In group B, persons closer to the middle have more opportunity to communicate than those on the ends.



To restrict communication along the lines represented under A and B, five chairs for each type of group are arranged as follows:



The backs of the chairs are turned toward the center so students can't see one another.

In addition to group participants, a timer and a judge are selected for each group. The timer determines when the group has successfully completed the task. The judge enforces the rules.

Instructions to participants:

1. Each person in the group will receive a list of different symbols. Only one of these symbols is present on each person's list. The problem for the group is to find the common symbol.
2. Each student will get several small sheets of paper on which to write their communications with others. A message can contain information on only one symbol. In addition to writing a symbol, the only

other words allowed are "yes" and "no." No verbal communications are allowed! Each group has a judge who will check for violations of the rules.

3. Each group has a timer who will determine when the task is finished and how long it has taken to find the correct answer. Before the timer can be told what the group thinks the common symbol is, the group must be sure that all group members agree.

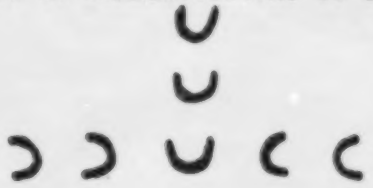
After the groups have begun, timers are assembled and told what the common symbol is for all groups. After both groups have successfully identified the common symbol (usually 1-6 minutes), judges collect all messages passed in their group and tally the total number of messages needed to complete the task. I then record the time and number of messages for each group on the board.

After the experiment has been repeated a few times, evaluation sheets are given to each group member. On these sheets they are asked to circle their position in the group (A-E) and answer questions dealing with perceived leadership and enjoyment of the work.

Except where students violate the rules and set up their own communication channels, the results will show greater efficiency and agreement on leadership in the line pattern of communication (B). However, greater overall enjoyment will be found in the circle pattern (A). The persons on the ends in the line pattern will show the lowest enjoyment or morale.

I have successfully used this activity with up to five circle and five line groups working simultaneously.

VARIATION: The findings of the experiment, especially on leadership, can be accentuated by using seven persons in a group and by substituting a three-way pattern for the line pattern of communication. To do this arrange the chairs as follows:

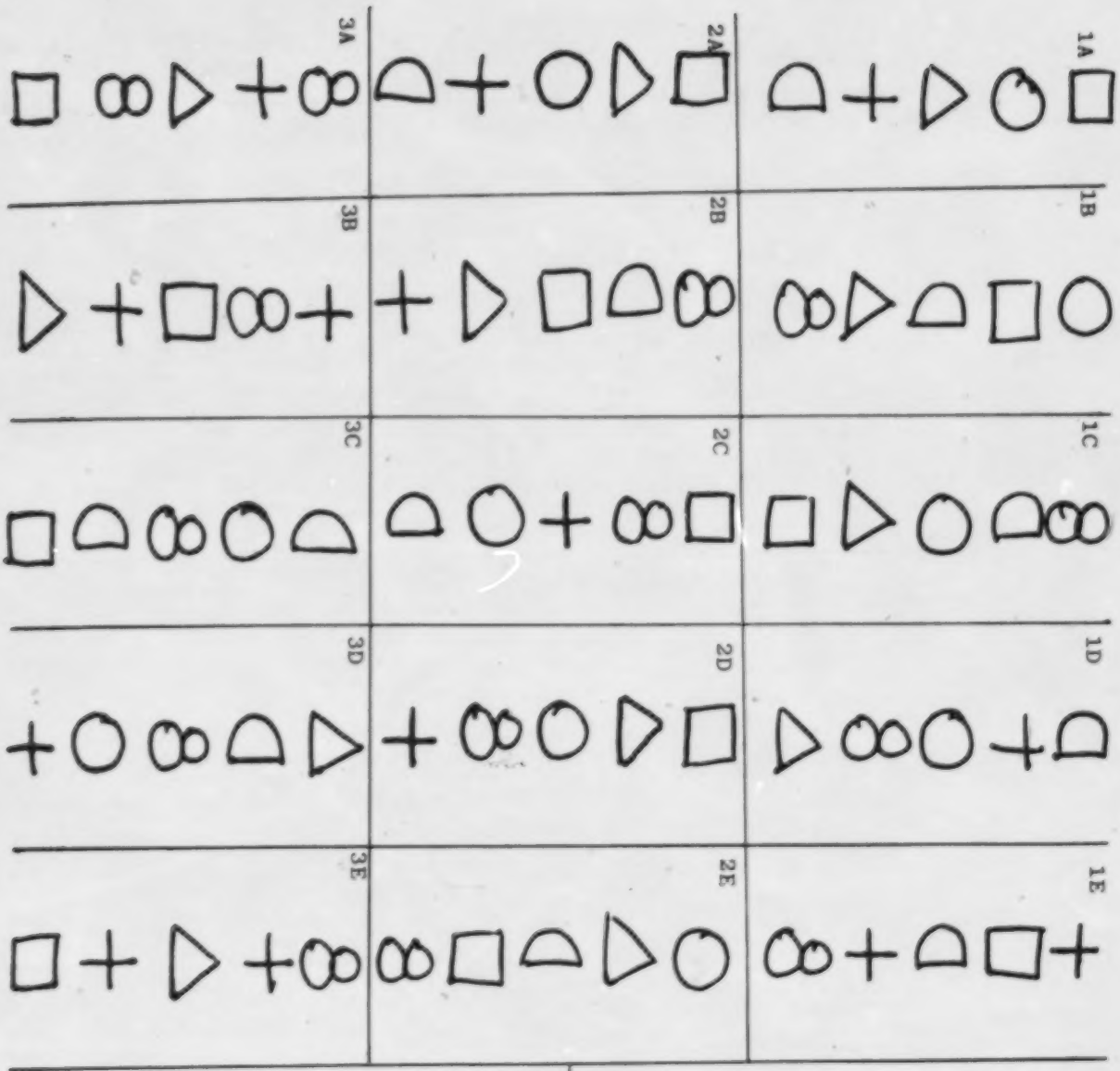


This pattern accentuates the middle person's centrality and more closely approximates a bureaucratic pattern of communication. The seven-person groups do take longer to find the common symbol (8-10 minutes).

POSSIBLE PITFALLS: It is important that each of the groups have the same set of five symbol cards so they can be validly compared in terms of efficiency. It is also wise to let them go through the experiment at least three different times using the three sets of symbol cards on the sample ditto. This gives them a chance to become involved in the activity.

AS USED BY: Reed Geertsen, Department of Sociology
Utah State University, Logan, Utah

COURSES: Introductory Sociology and Research Methods



CIRCLE GROUP: A B C D E

1. Did your group have a leader____?
   If so, who?_____(use their letter)
2. How did you like your job? (circle)
   FUN SO-SO DULL
3. Were you satisfied with the job done?
   YES SO-SO NO

- - - - - - - - - - - - - - - - - - -

(3) (2) (1)

Morale score_____

LINE GROUP: A B C D E

1. Did your group have a leader____?
   If so, who?____(use their letter)
2. How did you like your job? (circle)
   FUN SO-SO DULL
3. Were you satisfied with the job done?
   YES SO-SO NO

- - - - - - - - - - - - - - - - - - -

(3) (2) (1)

Morale score_____

TECHNIQUE 25

CONCEPT AREA: Historical Perspective of Modern Society (Also Evolution of Culture)

TEACHING OBJECTIVE: To demonstrate, through the use of a visual aid, the historical context of modern industrial societies.

MATERIALS NEEDED: Chalk, large blackboard.

REFERENCES: Charles J. Erasmus, In Search of the Common Good (New York: The Free Press, 1977), pp. 12-13.

PROCEDURE: First, draw a line across a 20-foot blackboard. At the far left, write "two million years ago." This is when the first hominid toolmakers are believed, by conservative estimate, to have been active. Halfway across the board write "one million years ago." This marks the time of the approximate appearance of Homo Erectus, a being of the same genus as contemporary man but of a different species.

Two-and-a-half feet from the right-hand edge of the board marks the emergence of our own species. Three and one-half inches marks about 30,000 years ago. This signifies the development and intensive diversification of stone implements and artifacts. One inch represents 8,000 years ago. Here farming is shown to begin in the Old World. By the time of Christ there remains almost no space on the board. The Middle Ages, the Renaissance, the rediscovery of the New World, and the Industrial Revolution cannot be represented. All would have to fit into a space less than the width of a chalk line. The Industrial Revolution, which started about 220 years ago, would be represented by one-hundredth of an inch.

This aid can be used to introduce or conclude a discussion. An alternative use involves asking students to make estimates, either verbally or on the board, of the relative time of each development.

POSSIBLE PITFALLS: None.

AS USED BY: Paul D. Starr, Department of Sociology and Anthropology
Auburn University, Auburn, Alabama

COURSE: Various courses

ALTERNATIVE APPROACH: Obtain a 70-yard hank of yarn of bright color and two six-inch pieces of yarn of contrasting colors. Let ½ inch represent 1,000 years (50 inches-100,000 years). Cut approximately 12 inches from the 70-yard hank of yarn and roll the rest in a ball. The ball now represents five million years. Tie five inches of a contrasting color yarn to the end and then tie 2½ inches of another contrasting color to the five-inch piece of yarn. At the end of the 2½-inch piece of yarn, mark of 1/8 inch either with tape or with ink.

The last 1/8 inch represents time since the beginning of the Industrial Revolution (200-250 years ago). The 2½-inch piece shows time since the first city-state civilization appeared. The point where the five-inch piece joins the 209-foot piece indicates the beginning of food production.

Tape the end of the yarn representing modern times to the blackboard. Then unroll the entire ball of yarn as you walk around the room explaining that the last 209 feet of yarn represents the time humans lived as foragers with simple cultures.

AS USED BY: Beverly Chiñas, Department of Anthropology
California State University, Chico, California

COURSE: Introductory Anthropology

TECHNIQUE 26

CONCEPT AREA: Homogamy (Also Norms, Primary Relations, Marriage and Family)

TEACHING OBJECTIVE: To show how in our culture, the selection of marriage partners tends to follow norms which narrow the choice to a relatively small number of individuals with whom we share certain characteristics.

REFERENCES: August B. Hollingshead, "Cultural Factors in the Selection of Marriage Mates," American Sociological Reivew, Vol. 15 (Oct., 1950), pp. 619-627.

PROCEDURE: I use the following illustrated lecture to explain the meaning of homogamy in American society.

In our society, I'm sure every one of us knows that we have the best system for choosing whom we will marry.

We can marry anyone we choose of the opposite sex.
(Draw circle on board)

However, the chances are that we will tend to choose someone of the same race.
(Black out part of the circle)

See next page for continuation of illustrations

AS USED BY: Emily Gunning, Department of Sociology
Los Angeles Valley Community College
Van Nuys, California

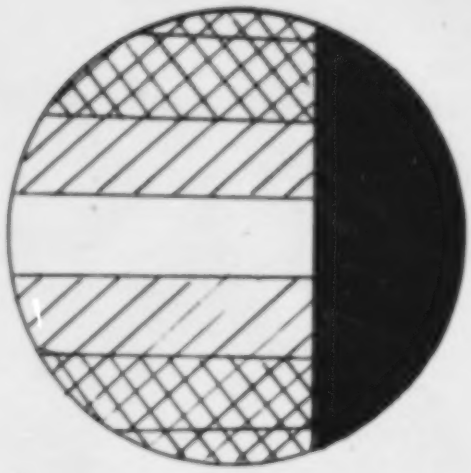
COURSE: Introductory Sociology

And the chances are that we will tend to choose someone of the same approximate age.

Probably not ⊘

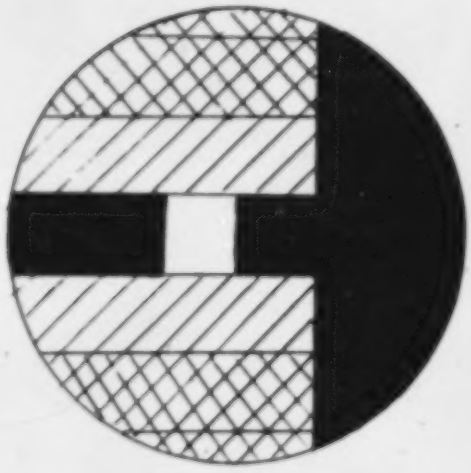
Certainly not ⊗

(Draw horizontal lines to represent age groups. Place X's through age groups at extreme ends of circle and diagonal lines through those near the middle)



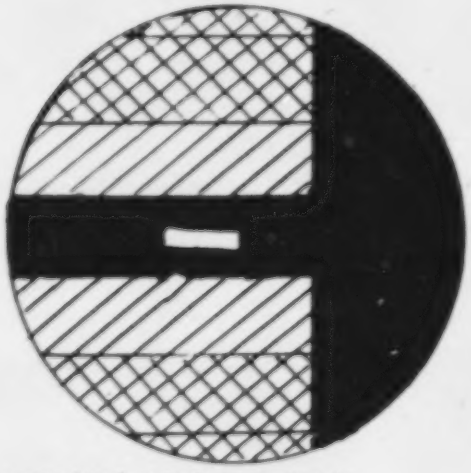
And the chances are that we will tend to choose someone of the same religion, or lack of religion.

(Black out three-fourths of person's age group)



And the chances are that we will tend to choose someone of the same class

(Black out upper and lower sections of remaining square)



And so on. . . .

(Can add educational level, previous marital status, etc.)

(Can relate back to idea of primary group)

TECHNIQUE 27

CONCEPT AREA: Hypothesis Formation and Scientific Thinking

TEACHING OBJECTIVE: To sensitize students to the basic similarities between intelligent everyday thinking and the development of hypotheses in scientific research.

MATERIALS NEEDED: (For 25 students) four decks of playing cards and 20-25 minutes of time.

PROCEDURE: This technique can be used before or after explaining the general research activities associated with the "scientific method" in sociology.

(1) Tell the class you want to find the most agile thinkers, using a card game similar to Old Maid. The object of the game is to return as many cards as possible to the dealer.
(2) Randomly divide the class into three or four groups and assign a dealer to each group.
(3) Briefly explain the following rules:
    (a) Cards will first be dealt to each player in the usual fashion. Players should then guard their hands as they try to return cards to the dealer.
    (b) Each player will have one chance during each round to select a card from his/her hand to offer the dealer.
    (c) Before offering the card, the player must show its face to everyone in the group.
    (d) The dealer will accept or reject cards based on a pre-established criterion. The agile thinkers will be those who "figure out the system" and get rid of the most cards.
(4) Privately tell dealers to accept in rounds one and two only certain types of cards (e.g., picture cards or red cards with even numbers). Then tell them to accept in rounds three and four only cards from certain types of players (e.g., only females).
(5) Start the rounds. Pause at the end of the second round to get public reports on possible "winners." Do not indicate that the criterion is changing.
(6) Debrief. Discuss the thinking that went on for those who were successful in returning cards. Relate student thinking to hypothesis formation, testing activities, and (particularly in rounds three and four), the effects of preconceptions.

APPLICATIONS: This technique is useful in demystifying science for students. It can give them a conscious experience of the thinking and activities associated with forming and testing hypotheses, as well as the difficulties associated with preconceptions in a research situation.

POSSIBLE PITFALLS: Be careful to clarify at the conclusion of the game that it really does not identify agile thinkers. Be sure to deal with the idea, whether articulated or not, that sociology is not "just common sense."

AS USED BY: Frank Naughton and Dee Wernette, Department of Sociology
Kean College of New Jersey, Union, New Jersey

COURSE: Introductory Sociology

TECHNIQUE 28

CONCEPT AREA: Interviewing

TEACHING OBJECTIVE: To develop an awareness of the problems that may develop in interviewing.

MATERIALS NEEDED: Videotape equipment.

PROCEDURE: Select an interview schedule that contains both open-ended and close-ended questions. The interview should not take more than 20-30 minutes to allow for stopping the tape when analyzed in class. Select a colleague or student whom you believe to be a pretty good actor. Give the actor a copy of the schedule with notations on how to respond at certain points. Videotape in a nonstudio setting, perhaps one representing a home setting.

The following points, among others, can be illustrated regarding the interview technique:

--the role of legitimation and introduction
--assurance of confidentiality
--assurance of no right or wrong answers
--memorizing the introduction and first few questions
--interviewer response (criticism, shock)
--misreading of nonverbal clues
--the types of probes which can be used
--clarity of answer categories
--the role of bias
--interviewer effects

Generally, the interviewer should try to make as many mistakes as possible. The tape is then stopped at each point along the way for identification of incorrect technique and suggestions for modification (a list of principles for effective interviewing available upon request).

POSSIBLE PITFALLS: Bad acting, although you can always retape. If it's too humorous, students may not see the point. Also, careful selection of content will reduce the early datedness of the tape.

AS USED BY: Theodore C. Wagenaar, Department of Sociology and Anthropology
Miami University, Oxford, Ohio

COURSE: Research Methods

TECHNIQUE 29

CONCEPT AREA: Knowledge and Ways of Knowing

TEACHING OBJECTIVE: To introduce students to the complexities of epistemological issues regarding what knowledge is, how it is validated and assessed, and the different kinds of knowledge which exist.

MATERIALS NEEDED: A group discussion sheet with the specific questions described below.

PROCEDURE: At the second meeting of the introductory course, I divide the class into groups of five or six students. I then have them introduce themselves to others in the group, after which I give each group a worksheet with the following instructions:

(1) Appoint someone secretary
(2) The secretary is to write down the answers which your group develops
(3) Discuss each of the following questions:
    (a) What is knowledge?
    (b) How do people make knowledge claims, that is, what is required or necessary in order to make a knowledge statement?
    (c) What are some ways which could be used to categorize or make sense of all the knowledge claims people make?
    (d) How can we decide which knowledge claims are better or worse than others?

Within minutes, the class is alive with discussion. This technique allows the students to meet early in the semester. It allows them to make a contribution to the class by expressing their opinions about knowledge. And, most importantly, it prepares the class for the early lectures on what sociological knowledge is, and how it is or is not scientific. This is normally a topic introduced early in the semester in most sociology courses and in chapter one of most introductory textbooks.

POSSIBLE PITFALLS: None.

AS USED BY: Dean Dorn, Department of Sociology
California State University, Sacramento, California

COURSE: Introductory Sociology

TECHNIQUE 30

CONCEPT AREA: Mass Communication (Also Role Change and Attitude Change, Freedom of the Press)

TEACHING OBJECTIVE: To create an issue for discussion regarding the role of mass media in contemporary society and to stimulate thought concerning censorship vs. a free press.

MATERIALS NEEDED: The two attached quotations from Thomas Jefferson representing contrasting points of view.

REFERENCES: These quotes are taken from Reo M. Christensen and Robert O. McWilliams (eds.) Voice of the People: Readings in Public Opinion and Propaganda (New York: McGraw-Hill, 1962), pp. 110-111. Selection A was written to Carrington in 1787. Selection B was written to J. Horvell in 1807 during Jefferson's second term as president amid hassles such as the Embargo Act.

PROCEDURE: Pass out copies of the attached quotations and worksheet and allow 5-10 minutes for reading the quotations and answering the questions. Collect the worksheets and list on the board the names suggested as authors of each selection. Then ask class members to explain their choices for authorship. The discussion tends to be free floating and enjoyable as long as the "knowers" don't give away the dual authorship. To avoid this, we request that those who know the answers remain silent. As students begin to take sides for certain authors, emphasis is placed on "why" they feel a particular person is the author. Finally, we take a class vote to establish group support for each nominee.

Students seem to appreciate the game-like quality of this exercise as well as the serious nature of the two viewpoints. Most are openly surprised to learn the identity of the common author which may lead to some conjecture as to why Jefferson expressed, as he did, the later anti-press sentiments (role change, etc.).

In spite of the fact these statements were made so long ago, they have present currency. For example, they give rise to questions of mass communication, public opinion, responsibilities of the media, elections, education vs. propaganda, single-press cities, content analysis, plus a host of others. Concepts such as values, power, reference groups, opinion leaders may be invoked.

We have also tried dividing the class into supporters of Selection A vs. Selection B and allowed each group to caucus among themselves to develop arguments in support of their position.

POSSIBLE PITFALLS: Interest is heightened if several reasonable candidates appear on both "sides." However, sharp students reading these for the first time can pinpoint the period fairly quickly and simply guess at an early president such as Adams, Jefferson, Madison, or Monroe. For instance, the references to Europe and the usage of certain words (e.g., "melancholy," "commiseration," etc.) provide clues. In spite of this, we chose not to alter the selections beyond a few edited deletions.

A second pitfall occurs if someone who has learned of this exercise from a previous class decides to "show off" their knowledge. This is not a disaster, of course, but part of the "fun" is reduced. Therefore, we ask knowledgeable students to remain silent during the exercise.

AS USED BY: Joseph Rogers and Martha Loustaunau, Department of Sociology
New Mexico State University, Las Cruces, New Mexico

COURSE: Mass Communications

CLASSROOM EXERCISE: MASS COMMUNICATION

Instructions: Please read carefully both of the following selections. Then answer the questions which follow the readings.

SELECTION A

"I am persuaded myself that the good sense of the people will always be found to be the best army. They may be led astray for a moment, but will soon correct themselves. The people are the only censors of their governors; and even their errors will tend to keep these to the true principles of their institution. To punish these errors too severely would be to suppress the only safeguard of the public liberty. The way to prevent these irregular interpositions of the people, is to give them full information of their affairs through the channel of the public papers, and to contrive that those papers should penetrate the whole mass of the people. The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them. I am convinced that those societies. . . which live without government, enjoy in their general mass an infinitely greater degree of happiness than those who live under the European governments. Among the former, public opinion is in the place of law, and restrains morals as powerfully as laws ever did anywhere. Among the latter, under pretense of governing, they have divided their nations into two classes, wolves and sheep. I do not exaggerate. This is a true picture of Europe. Cherish, therefore, the spirit of our people, and keep alive their attention. Do not be too severe upon their errors but reclaim them by enlightening them." (underline added)

SELECTION B

"It is a melancholy truth, that a suppression of the press could not more completely deprive the nation of its benefits, than is done by its abandoned prostitution to falsehood. Nothing can now be believed which is seen in a newspaper. Truth itself becomes suspicious by being put into that polluted vehicle. The real extent of this state of misinformation is known only to those who are in situations to confront facts within their knowledge with the lies of the day. I really look with commiseration over the great body of my fellow citizens, who reading newspapers, live and die in the belief, that they have known something of what has been passing in the world in their time; whereas the accounts they have read in newspapers are just as true a history of any other period of the world as of the present, except that the real names of the day are affixed to their fables. General facts may indeed be collected from them, . . .but no details can be relied on. I will add, that the man who never looks into a newspaper is better informed than he who reads them; inasmuch as he who knows nothing is nearer to truth than he whose mind is filled with falsehoods and errors. . . .

Perhaps an editor might begin a reformation in some way as this. Divide his paper into four chapters, heading the 1st, Truths. 2d, Probabilities. 3d, Possibilities. 4th, Lies. The first chapter would be very short." (underline added)

MASS COMMUNICATION WORKSHEET

Please answer each of the following questions. If you are already aware (e.g., through prior reading or another student) of the identity of the author of either or both selections, record this fact below. Work independently.

1. a. Who do you think wrote Selection A?

   b. Briefly describe the basis for this choice.

2. a. Who do you think wrote Selection B?

   b. Briefly describe the basis for this choice.

3. a. Which selection most nearly represents your own personal view?

   b. Please state your reasons for this preference.

TECHNIQUE 31

CONCEPT AREA: Norm Emergence in a Group (Also Ethnomethodology, Definition of Situation, Division of Labor)

TEACHING OBJECTIVE: To illustrate how norms emerge during social interaction; also to show that each group develops some norms unique to itself and some norms in common with other groups and that previous experience of group members affects the types of norms that emerge.

MATERIALS NEEDED: A copy of the attached maze and a pencil or pen for each pair of students.

PROCEDURE: This exercise involves student dyads who have the task of finding their way through a maze. The problem is that the partner who must trace the correct path through the maze must do so with his or her eyes closed and without knolwedge of what the task is, unless informed by the other partner. The ambiguity of the task forces students to work out a set of implicit or explicit norms to govern the situation.

First arrange students into pairs and then designate one member as X and the other as Z. Instruct all Z's to take out a pencil and to clear a work space in front of them. Tell all individuals to listen very closely to the following three rules which will be read only once:

(1) Both of you must work together to complete the task which will be passed out.
(2) Person X may not touch person Z's pencil or hand that holds it.
(3) Person Z must keep eyes closed throughout the task--this means from the time before it is passed out until it is completed.

Be sure to remind the Z's to close their eyes before distributing a copy of the maze to each pair. Then tell the pairs they may begin as soon as the task is placed before them.

After all groups are finished (about 10 minutes) conduct a class discussion on what happened in each group. Many students don't realize until asked that they did develop rules in addition to the three explicitly given at the beginning. Point out the sometimes automatic nature of conformity to norms. Ask what rules did develop and how. Discuss the function of communication in reaching consensus. Many groups see the X's as leaders and Z's as followers. This illustrates the expectation of hierarchy even in small groups. Some groups feel in competition with the rest of the class. Discuss the expectation of competition even in seemingly noncompetitive groups. How were emotions handled in the group? What societal expectations learned in other situations were applied to the group experience? Other key questions to ask are:

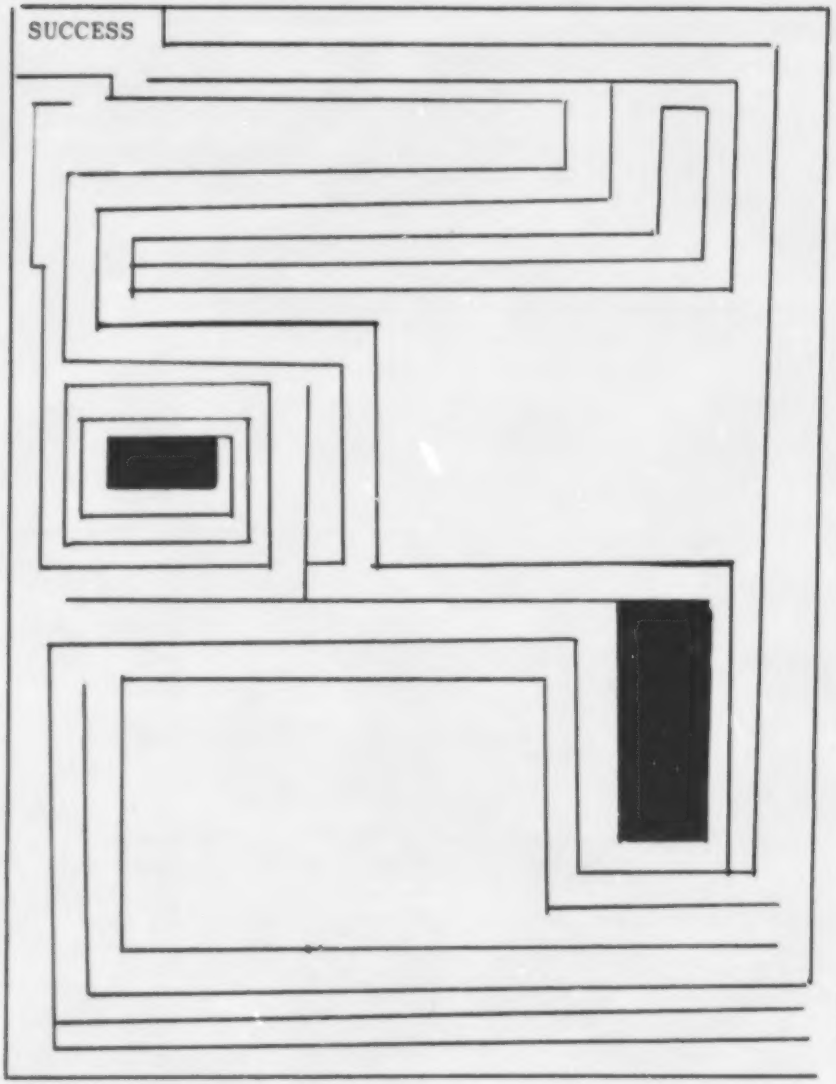
What rules did your group develop in order to finish the maze?
Who suggested these rules?
Did you realize that you were developing rules to follow?
Did you discuss the rules that you would use? Why did you do this? Why not?
Who was more "in charge" of getting the job done?
Was one person seen as the active (or passive) one or as the leader (or follower)? Why?
Did you feel under pressure to do the job well? Why?
Did you feel in competition with the other groups to be the first finished? Why?
Was there frustration, anger, creativity, helplessness, etc., in your group? How did you handle these feelings? How do these feelings relate to your other life experiences?

POSSIBLE PITFALLS: Be sure the Z's do not see that the task is a maze so they have no idea what the assigned task is. It is well to refer to the maze as the "task" or "job."

I find it useful to keep notes of issues raised by each class to add to the questions in the post-task discussion.

AS USED BY: Theresa Guminski Turk, School of Social and Behavioral Sciences
California State University, Long Beach, California

COURSES: Several Courses



TECHNIQUE 32

CONCEPT AREA: Norms: Ideal and Expected

TEACHING OBJECTIVE: To generate classroom data which illustrate situational variations in ideal and expected norms.

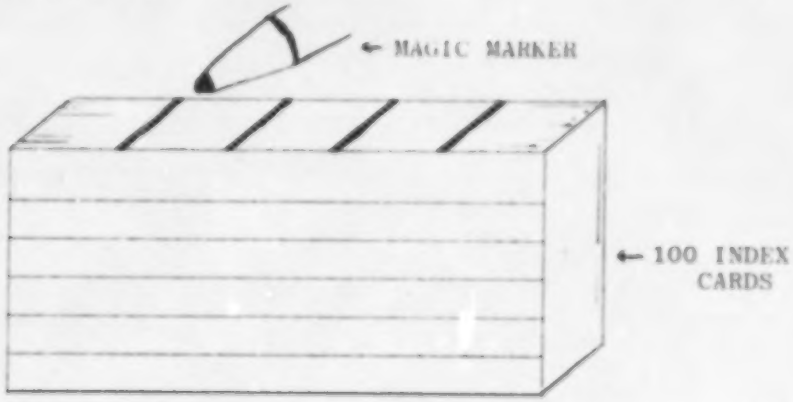
MATERIALS NEEDED: Four 3"x5" index cards for each student.

PROCEDURE: Student opinion polls can be used to stimulate interest, especially when data is generated quickly during part of a class period. Student opinions can be easily assessed in any moderately sized class by means of specially marked 3"x5" index cards.

For example, in teaching about ideal and expected norms, we present students with different situations where an individual has received money through someone else's mistake (see attached sample situations). The first situation deals with money received through a malfunction in a pay telephone. Here we ask students, first, what they think the person should do with the money (ideal norm) then what they think the person would do with the money (expected norm.) The second and third incidents add a situational dimension to a $9 mistake made by two different clerks. These incidents are used to generate data on situational variations in expected norms.

Each situation is followed by a question with five possible answers or outcomes. To obtain anonymous answers to these questions, we pass out four 3"x5" index cards to each student. (Prior to class, these cards need to be specially marked along the top with four lines, an inch apart, thus dividing the tops of the cards into five one-inch sections. We use a magic marker to do 100 cards at a time. See Figure 1.)

FIGURE 1



We ask students to mark each of their cards to resemble the diagram which is placed on the board (See Figure 2). They are told that the numbered sections represent possible answers to a question.

FIGURE 2

1	2	3	4	5
Question:				

We explain that a class poll is going to be conducted on how they think an individual will resolve four different situations requiring a decision. The first decision has five possible outcomes. Each outcome has a number, and these numbers correspond to the five numbers at the top of the index card. To indicate answers, students are told to completely black out the top section which corresponds to their choice (demonstrate by showing how an uncertain response would be indicated by blacking out Section 3 in Figure 2). They are also told to write the question or question number on the card prior to passing it in (demonstrate by writing a sample question on the sample card).

Once the cards have been collected, they are fanned out so the collective responses can be readily observed by the class, that is, if the choices are properly blacked out. A quick count can be made of the number of responses in each category and written on the sample card illustrated on the board. We have tried collecting answers to all four questions at one time as well as collecting answers to the questions one at a time with discussion in between. Either way works; however, there is some danger of students anticipating what you expect to find when the information is gathered a little at a time.

AS USED BY: H. Bruce Bylund and Wesley T. Maughan, Department of Sociology
Utah State University, Logan, Utah

COURSE: Various Courses

SAMPLE SITUATIONS

Situation #1: A homesick young man in the military is talking with his girlfriend on a pay telephone. Suddenly the operator breaks in and says, "Your time is up, please deposit $2.85 for another three minutes." He is completely out of money, so he tearfully says, "Goodbye." As he hangs up the receiver, a malfunction occurs and he hits the jackpot. Coins come streaming out of the telephone.

Question 1: Ideally, what should he do with the money?

1=Definitely should return it	2=Probably should return it	3=Uncertain	4=Probably should keep it	5=Definitely should keep it

Question 2: What do you expect he will do with the money?

1=Definitely will return it	2=Probably will return it	3=Uncertain	4=Probably will keep it	5=Definitely will keep it

Situation #2: The same serviceman is now in the airport where he is buying an item while waiting for a flight home. He gives the clerk a one dollar bill and she mistakenly gives him change for ten dollars.

Question 3: Will he tell the clerk or will he keep the change?

1=Definitely will tell the clerk	2=Probably will tell the clerk	3=Uncertain	4=Probably will keep the change	5=Definitely will keep the change

Situation #3: Now he is in the general store in his home town. Sally Brown is the clerk. He gives her a one dollar bill and receives change for ten dollars.

Question 4: Will he tell Sally or will he keep the change?

1=Definitely will tell Sally	2=Probably will tell Sally	3=Uncertain	4=Probably will keep the change	5=Definitely will keep the change

TECHNIQUE 33

CONCEPT AREA: Normal Curve and The Statistical Construction of Normality/Deviance

TEACHING OBJECTIVE: To demonstrate that many characteristics are, in fact, distributed in a population in a bell-shaped curve. This technique also demonstrates how arbitrary and socially meaningless a statistical definition of normality can be when applied to more than one population characteristic.

MATERIALS NEEDED: A 3"x5" card for each student.

PROCEDURE: I begin by asking students how they think we should decide what is "normal." What percentage of the population should be considered "normal" on any given trait? 50%? 75%? I often introduce the concept of standard deviation to them during this discussion. Although there will not be consensus, the class is asked to arrive at some percentage that they generally consider within the bounds of normality—with anything outside of this normal range being considered extreme or deviant. At the end of the period, I ask each student to put his or her weight, height, and test score (not a letter grade) from the last test on a 3"x5" card. I then have a small group of students work with me in compiling the data before the next class period. The experience with data summarization and graph construction is an extra.

The data are organized graphically to illustrate the distribution of each of the three traits separately, using the norm set by the class to identify "normals" and "deviants." On the basis of this class percentage, the maximum and minimum "normal" heights, weights, and test scores for the class can now be established. Using these parameters, we prepare the table below:

	Minimum Normal	Maximum Normal	Number Normal	% Normal	% Deviant
Height					
Weight					
Test Score					
Height & Weight					
Height & Test Score					
Weight & Test Score					
Height, Weight, and Test Score					

These results are discussed during the next class period.

APPLICATIONS: This exercise can be used in statistics, research methods, ecology, or deviance courses. Although especially applicable in discussions of research methods, it also makes a point in talking about the social definitions of conformity and deviance.

POSSIBLE PITFALLS: In a small class you may not get a normal distribution, but this can be used to emphasize the importance of sample size. Data from another class can be used if this happens.

AS USED BY: Ellen Weed, Department of Sociology
Austin Peay State University, Clarksville, Tennessee

COURSES: Human Ecology, Research Methods

TECHNIQUE 34

CONCEPT AREA: Normative Consensus, Anomie

TEACHING OBJECTIVE: To increase student involvement in discussing normative consensus and anomie, I provide students with a variety of situations in which group consensus over norms and behavior is difficult to achieve.

MATERIALS NEEDED: Five situations of human behavior in which a moral judgment must be made (see attachment).

PROCEDURE: Give each student the handout with the five situations in story form. Ask them to read each situation and select a number from 1 (acceptable behavior) to 10 (unacceptable behavior) to convey their moral attitude toward the behavior of the main character of the situation.

I then arrange the students in small groups (four to five in a group) and have them compare their moral ratings and try to come up with a group rating for each situation. In most cases there is heated discussion in groups about the morality of the behavior. There are usually noticeable differences in the group ratings.

When groups have completed their ratings, the results are written on the chalk board. This leads to a discussion on norms and anomie and their meanings and possible causes.

POSSIBLE PITFALLS: I haven't run into any yet. I suppose if there was complete agreement on the behavior little discussion would follow, but I haven't had this happen yet.

AS USED BY: Austin Q. Maley, Department of Sociology
New Mexico Military Institute, Roswell, New Mexico

COURSE: Introduction to Sociology

HUMAN BEHAVIOR ASSESSMENT FORM

Read the following situations and make a judgment about the morality of the behavior involved.

SITUATION NO. 1.

Mary was an attractive 18-year-old high school senior. On her way home from school she was offered a ride by Herbert in his new 1979 MG. They stopped in the wooded area close to Mary's home; and Herbert, being a good talker and manipulator, was able to convince Mary that sex was a great thing and a useful leisure-time activity. A month after this blissful encounter, Mary discovered she was pregnant. Being still young and desiring to complete a college education, Mary decided to get an abortion. She consulted her parents and lover boy Herbert and they agreed. She had the abortion at a local hospital and is now preparing for her high school graduation, unburdened by the possibility of an unwanted child.

ACCEPTABLE BEHAVIOR 1 2 3 4 5 6 7 8 9 10 UNACCEPTABLE BEHAVIOR

SITUATION NO. 2.

Larry has been a successful 38-year-old salesman for a well-known firm. Rumor in the main office has it that Larry or a fellow salesman are the choices for a promotion to a vice presidency of the firm. A choice will be made at the next

board meeting the following month. Larry, to enhance his chances of gaining this desired position, writes an anonymous letter to all the members of the board informing them that Leslie, the other salesman, is a homosexual. This bit of information is not really true, but it enables Larry to be selected unanimously as the new vice president of the Dinkle Pop Corn Company.

ACCEPTABLE BEHAVIOR 1 2 3 4 5 6 7 8 9 10 UNACCEPTABLE BEHAVIOR

SITUATION NO. 3.

Mike, like every adult American, is confronted each year with a problem. He has to fill out his income tax form for the U.S. government. Mike is a successful dentist. In the past year he has attended conventions in various American cities. He took his wife along and spent an extra week in each city vacationing with his wife. On his tax form he listed all these expenses as business expenses. During the course of the past year he was given untold samples of dentist supplies from various friendly drug and dental supply companies. He utilized these on various patients, but included their value when he totaled up his supply costs. Mike also has made about $500 at the local race track, but never reported this in his $45,000 total income for the tax year.

ACCEPTABLE BEHAVIOR 1 2 3 4 5 6 7 8 9 10 UNACCEPTABLE BEHAVIOR

SITUATION NO. 4.

Ray is a football coach at a large university and he needs a blue chip pass receiver for next year's team. He finds a terrific prospect in Oklahoma. He invites the athlete to visit his campus. Over the weekend visit he sets up the pass receiver with a local female who is willing to play any type of game. Ray's best friend is a car salesman, who is introduced to the aspiring young athlete, and promises the boy a new automobile if he seriously considers attending Wash-Out University. Another interested alumni, the quarterback of the 1917 team which never won a game, assures the wide receiver that a trust fund of $5,000 will be established in his name at the alumni's local bank and will be available to him with interest once he finishes his education at Wash-Out U. The athlete, very much impressed by the high academic standards and the terrific program in basket weaving, signs a letter of intent to Wash-Out U. for the next year.

ACCEPTABLE BEHAVIOR 1 2 3 4 5 6 7 8 9 10 UNACCEPTABLE BEHAVIOR

SITUATION NO. 5.

Horace is the treasurer of the local school. He handles all the student fees. A million dollars of the funds under his control won't be needed for seven months, so Horace, a sharp businessman, invests this million in a savings certificate which yields him a neat 6% after six months. Horace pockets the six percent, and replaces the million, and no one is the wiser; but Horace is richer.

ACCEPTABLE BEHAVIOR 1 2 3 4 5 6 7 8 9 10 UNACCEPTABLE BEHAVIOR

TECHNIQUE 35

CONCEPT AREA: Observation Methods Applied to Small Groups

TEACHING OBJECTIVE: To expose students to several techniques of small group observation as well as to sensitize them to the problems of using such techniques.

REFERENCES OR MATERIALS NEEDED: (1) Any general reference that discusses some of the techniques for small group observation such as Theodore Mills, The Sociology of Small Groups (Englewood Cliffs, N.J.: Prentice-Hall, 1967), Chapter 2. (2) A small circle of five chairs located in the middle of a large circle of chairs for other members of the class. (3) An outline of Bales' 12 categories of observation (I use the chart from Mills, p. 31).

PROCEDURE: Begin by asking for five volunteers from the class. Ask them to go out of the room. Then arrange the chairs in the rooms as noted above. Verbally identify each of the five chairs with a number so that class members can record their observations in terms of these numbers. Then proceed to assign different observational techniques to various segments of the class. For example, the first segment is assigned to maintain a frequency tabulation of how many times each person speaks. The second segment is assigned to record who interacts with whom (1↔2, 1→all). If students have had some previous exposure to various techniques for observing groups in prior sessions, a third segment can be assigned to employ Bales' Interaction Process Analysis. Have this group number from 1-12 on a piece of paper, then have them study the categories in order to be able to identify the types of interaction they observe. This last group should also watch the clock and draw vertical lines on their paper separating their observations by five-minute intervals.

Next ask volunteers to return from the hall and be seated on the chairs in front. Give them a typical problem-solving task. For example, you can choose some problem that is likely to be interesting to the students such as a contemplated tuition raise, or the possibility of building dormitories for a commuter campus, etc. Tell them that they are a student committee that is to provide advice to some top administrator in the university on this particular topic. Tell them they have 15 minutes to arrive at a conclusion or recommendation.

After the group is finished, draw five circles on the board to represent the arrangement of the five chairs and number them as previously identified. Then lead the class in a discussion of what they observed beginning with the first segment, followed by the second, and finally those who used Bales' IPA. Try to get the class to identify some empirical regularities such as which number (do not refer to the person) talked the most, the least, etc. Probe for difficulties in each segment's assignment, especially noting the problems of using IPA without adequate training and familiarity.

POSSIBLE PITFALLS: While there are some minor weaknesses in the procedure, none of them seem to detract from the general success of the technique. In fact, the minor inadequacies are good teaching points. For example, the students using IPA do have more difficulty, but most students are able to cope with the procedure. A more serious problem is getting the students to speak loudly enough so that the other members of the class can hear them, especially since some of them have their backs to the class.

While volunteers also have some knowledge of small group observational techniques, questioning them after the demonstration has indicated that their behavior is not overly influenced by what they know about small groups. However, one unanticipated consequence emerged when the volunteers in one class admitted having chosen a leader while out in the hall!

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSE: Social Organization

TECHNIQUE 36

CONCEPT AREA: Organic Solidarity

TEACHING OBJECTIVE: In talking about the coming of industrialization and the move from primary to secondary relationships, from status to contract (Maine), from rural to urban life, and from mechanical to organic solidarity (Durkheim), I have found that students frequently see Durkheim's terms in the "wrong" order. They see "mechanical" as "mechanized" and, therefore, as later in time than "organic," which seems more basic and earthy! The objective is to clarify this confusion.

PROCEDURE: As the aim is to demonstrate that "organic" is more complex than "mechanical" solidarity, I first use the standard model of the body as an organism in which all parts are interdependent. The heart pumps blood, kidneys excrete wastes, and so on, each organ depending upon each of the others for sustenance and survival.

The discussion then turns to present-day division of labor in society. Rather than jumping on my horse to deliver an important message in person, highly developed division of labor allows me to write a letter, put it in the mailbox from which it is collected by a post office van driver, taken to the post office, sorted, rushed to the airport by another driver, placed on an aircraft whose crew flies it to a city two or three thousand miles away. It is there collected by yet another driver, taken to another sorting office and, finally, hand-delivered to the addressee. This complex operation is made possible by a complex division of labor which has so transformed and speeded methods of message delivery that it is no longer conceivable that one would, or could, deliver messages in person. In making these services possible, the society becomes knitted together organically, each part dependent upon the others. We no longer personally milk the cow or churn the butter. Milk is delivered in containers by one set of workers; the containers are made by other sets of workers, as are the delivery vans. This interdependence is "organic" in the sense that bodies are "organic." We each depend upon all others in the society. We become most aware of this interdependence when services break down and we realize that we can no longer depend upon ourselves, and that to be totally independent implies a much simpler form of organization and of life than we presently experience.

POSSIBLE PITFALLS: None so far.

AS USED BY: Monica Morris, Department of Sociology
California State University, Los Angeles, California

COURSE: General Sociology

TECHNIQUE 37

CONCEPT AREA: Participant Observation (Also Institutions, Stratification, Religion, Formal Organization, Ritual)

TEACHING OBJECTIVE: To provide students with a first-hand experience as a participant observer.

MATERIALS NEEDED: The attached Participant Observation Assignment Sheet. A list of churches in your area can be easily compiled from a local telephone directory.

PROCEDURE: Each class member is asked to attend the church service of a religious sect of which they are not a member. Observations are structured along the lines described in the attached assignment sheet. A written report of their visit is required including their observations from the visit.

The materials included in the report as well as other incidents which come to mind are then used for class discussion on participant observation. Students are also encouraged to share experiences throughout the remainder of the term as various sociological concepts are examined. The examples really help to increase interest levels in the course materials.

AS USED BY: Brent Bruton and Sue Crull, Department of Sociology
Iowa State University, Ames, Iowa

COURSE: Introductory Sociology

PARTICIPANT OBSERVATION ASSIGNMENT

Select a church of which you are not a member and not familiar with from the list below. Check the telephone directory for service time and church address. DO NOT call ahead and make arrangements for your visit!

Baptist	Church of Christ	Lutheran	Unitarian Universalist
Bible	Christian	Nazarene	United Methodist
Catholic	Evangelical	Presbyterian	

A. Attend the church's service and record/observe the following:

1. What is the age distribution of the people attending? Children included?
2. What is the sex composition of the people?
3. What types of cars are in the parking area?
4. What types of clothing are the people wearing?
5. What does the inside of the church look like?
6. How is the service conducted?
7. What type of music is provided?
8. What is the message of the sermon?
9. How do the people respond to your presence?
10. Any other observations?

B. Write a report including the following information:

1. Briefly describe the situation and behavior you investigated. Include in this description a summary of your observations under the 10 categories listed above.
2. List and define in your own words six sociological concepts you observed (concepts like norm, sanction, value, role, etc.)
3. Describe the concepts in terms of the observations you made.
4. Try to explain why the people acted as they did. What conclusions can you draw about the activity?
5. What are some advantages and disadvantages of participant observation?
6. Did problems arise while doing this assignment? How might the problems affect your results? How would you improve your participant observation "technique" if you could repeat the assignment?

TECHNIQUE 38

CONCEPT AREA: Population Projections and Life Tables

TEACHING OBJECTIVE: To provide an interesting introduction to life tables and to provide students with an opportunity to work with data.

MATERIALS NEEDED: (1) Blank death certificates--these can be designed to include whatever information the teacher would like to use: cause of death, survivors, age at death, etc. (2) Life table values for 20-year-olds (provided below).

PROCEDURE: In large classes I have the students fill out their own death certificates as they expect them to be completed when they die. I then tabulate their deaths by age and sex and calculate life expectancy. These are then compared with life expectancies of 20-year-olds in the United States. I usually find that males expect to live longer than females. I then have them calculate the expected years of widowhood and the age of a mate that would minimize widowhood.

I find this exercise provides a meaningful introduction to life tables as well as some realistic information about their future. In addition, the tabulation of their own deaths is an exercise in working with data.

AS USED BY: James H. Gundlach, Department of Sociology
Auburn University, Auburn, Alabama

COURSE: Population

Selected Life Table Values, by Color and Sex: Death-Registration States, 1900-1902, and United States, Selected Years 1960-76.

Life table value and year	Total	White		All Other	
		Male	Female	Male	Female
Life expectancy at birth:					
1976	72.8	69.7	77.3	64.1	72.6
1975	72.5	69.4	77.2	63.6	72.3
1974	71.9	68.9	76.6	62.9	71.3
1970	70.9	68.0	75.6	61.3	69.4
1960	69.7	67.4	74.1	61.1	66.3
1900	47.3	46.6	48.7	32.5	33.5
At age 20:					
1976	54.6	51.6	58.7	46.8	54.9
1975	54.4	51.4	58.6	46.3	54.7
1900-1902	42.8	42.2	43.8	35.1	36.9
Percent reaching age 65:					
1976	75.1	70.1	83.5	55.0	72.1
1976	74.6	69.4	83.2	54.3	71.5
1900-1902	40.9	39.2	43.8	19.0	22.0

Source: Vital Statistics of the United States, 1976, Vol. 2, Section 5: Life Tables, p. 4. Similar data is also available by states for the years 1969-71 in the U.S. Decennial Life Tables for 1969-71, Vol. 2, Number 1-50.

TECHNIQUE 39

CONCEPT AREA: Population Pyramids (Also Age and Sex Distributions of a Community)

TEACHING OBJECTIVE: To demonstrate the wide variety of social consequences that flow from the age and sex distributions of different communities.

REFERENCES AND MATERIALS NEEDED: The attached population pyramids which include Figure 1, Norfolk Virginia (city with a large military base); Figure 2, Ann Arbor, Michigan (college town); and Figure 3, St. Petersburg, Florida (city which attracts retired people). All three graphs are from Sociology: Concepts and Characteristics, Third Edition, by Judson R. Landis (Belmont, California: Wadsworth Publishing Co. Inc., 1977). Reprinted by permission of the publisher.

PROCEDURE: I present students with population pyramids showing the age and sex distributions of three different types of communities--a college town, a retirement community, and a military base. I then divide the class into small groups and ask each group to speculate on further characteristics of one of these communities, e.g., crime rate, suicide rate, divorce rate, property tax rate, and cultural amenities. I also ask them to imagine they are aspiring young entrepreneurs. Their job is to identify three enterprises they would initiate in the community and three they think would flop. Each group then reports on its conclusions. Since each group possesses all three population pyramids, they can easily follow each other's conclusions and lines of reasoning.

POSSIBLE PITFALLS: None.

AS USED BY: Rodney Kingsnorth, Department of Sociology
California State University, Sacramento

COURSE: Introductory Sociology

NOTE: A technique utilizing population pyramids was also received from Brent Bruton and Sue Crull, Iowa State University.

POPULATION PYRAMID GRAPHS

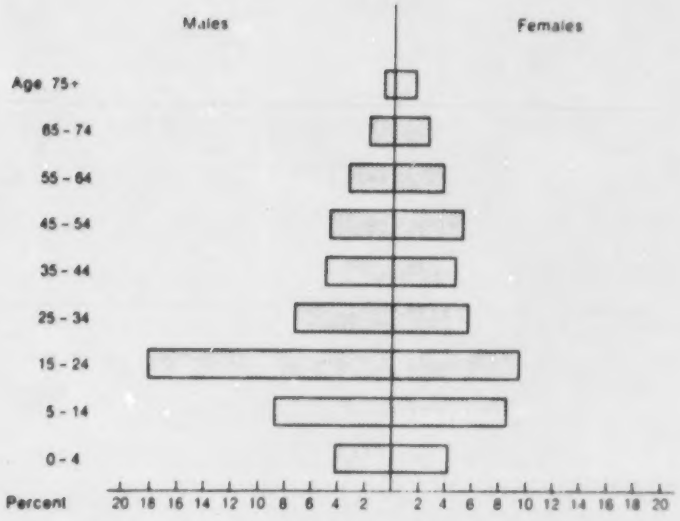
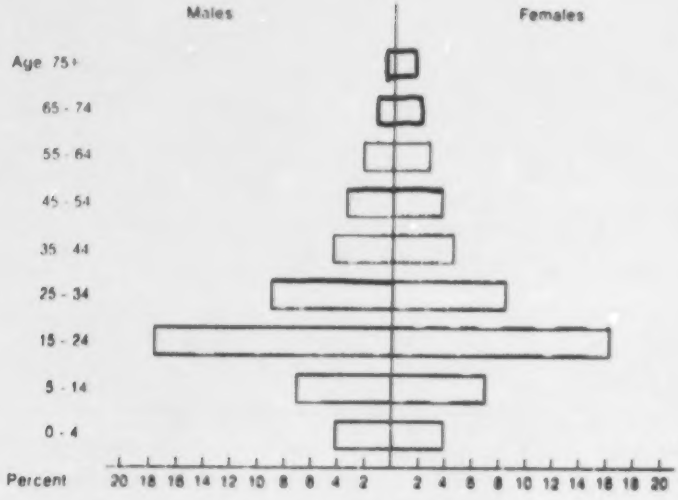


Figure 1
Norfolk, Virginia, 1970

Figure 2
Ann Arbor, Michigan, 1970



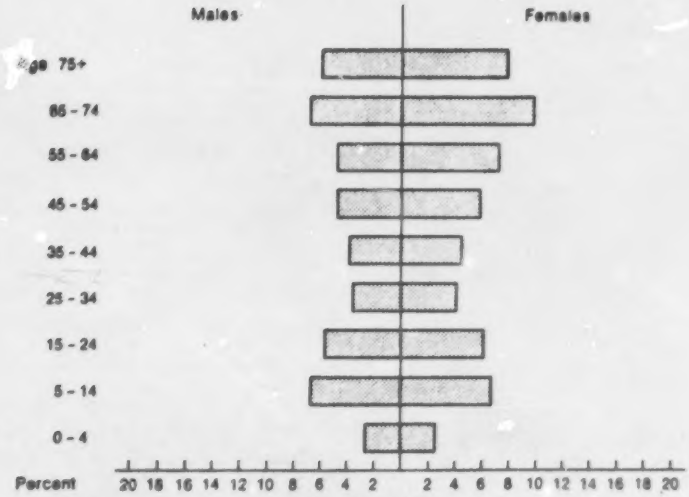


Figure 3

St Petersburg, Florida
1970

From Sociology: Concepts and Characteristics, Third Edition, by Judson R. Landis. c1977 by Wadsworth Publishing Co., Inc., Belmont, California 94002. Reprinted by permission of the publisher.

TECHNIQUE 40

CONCEPT AREA: Racism

TEACHING OBJECTIVE: To illustrate by example how institutions, though not overtly racist in nature, can perpetuate discrimination by utilizing policies whose unintended consequences are as racist and as destructive as though the policies had initially been designed and promoted by prejudiced individuals.

REFERENCES: Roy Wilkins, "High Court Outlaws Unrealistic Job Tests," Detroit News, April 6, 1971.

PROCEDURE: I begin the class by asking the students to clear their desks and take out a small piece of paper and number it from one (1) to six (6). I then announce that we are going to have a test and ask the following questions:

(1) Does B.C. mean before Christ? (yes or no)

(2) Do "adopt" and "adept" have similar meanings? (yes or no)

(3) What is the difference between enlarge and aggrandize?

(4) When potatoes are selling at $.0125 per pound, how many pounds can you buy for 50 cents?

(5) What is the relationship of Michaelangelo to science?

(6) What is the relationship of Brahms to music and of Whitman to poetry?

By now, the students are totally confused and wonder what this "test" has to do with sociology. I relieve their anxiety by telling them that the test results will not be counted toward their final grade, and they are asked to check their own test papers (most students get between four and five wrong). After the correct answers are given, I announce that "if you got any of the first four wrong, you fail to qualify as a coal miner in North Carolina. If you got either number five or six wrong, you fail to qualify for steam fitters apprenticeship training in New York City!"

After the students recover from the news, I go into the U.S. Supreme Court ruling (April 1971) which states that tests which do not "realistically" measure qualifications to perform a job are racially discriminatory. From here we move into analysis of other types of "tests" which perform similar results in educational institutions, as well as other social institutions such as criminal justice system, health care, housing and mass media.

POSSIBLE PITFALLS: No problem.

AS USED BY: Ronald Watcke, Department of Sociology
Wayne County Community College, Detroit, Michigan

COURSE: Introductory Sociology

ANSWER KEY:
1. yes
2. yes: adopt--to choose: adapt--to arrive at
3. they mean essentially the same thing
4. 40 pounds
5. no relationship
6. no relationship

TECHNIQUE 41

CONCEPT AREA: Role Expectations and Performance

TEACHING OBJECTIVE: To help students better understand role behavior by examining situations of embarrassment as breakdowns in role performance.

REFERENCES: This exercise is adapted from Edward Gross and Gregory P. Stone, "Embarrassment and the Analysis of Role Requirements," American Journal of Sociology, Vol. 70 (July, 1964), pp. 1-15.

PROCEDURE: To replicate the Gross study, I begin by requesting that students write a paragraph describing their "most embarrassing moment." I instruct them not to include any names on their papers. I have found that students seem more willing to write about episodes to be read in class if they know they do not have to be identified personally with it. Five minutes are allowed to complete the paragraph.

The slips of paper are then collected, shuffled, and passed out so that each student can read an episode written by another class member. Volunteers are solicited to read aloud the descriptions which they have before them.

At the end of the exercise, I summarize some of the technical points in the article. For example, Gross and Stone found that embarrassing moments fit roughly into three categories which correspond to essential stages in effective role performance. These are establishing identity, maintaining poise, and maintaining confidence. I also emphasize the general role theory notions of role expectations as well as the sense of personal discomfort derived from violation of these expectations. The class usually has lots of fun with this exercise.

AS USED BY: Michael Mend, Department of Sociology
California State University, Fullerton, California

COURSE: Introductory Sociology

TECHNIQUE 42

CONCEPT AREA: Roles and Role Relationships

TEACHING OBJECTIVE: To show how occupancy of different roles offers different perspectives on the behavior appropriate to those roles.

MATERIALS NEEDED: Microphones for participants if class is in large auditorium.

PROCEDURE: I select several students to participate in a series of brief role-playing situations. I set the following situations and ask them to play the roles as responsibly and realistically as they can.

(1) Several students are trying to convince another to use pot. The other resists.

(2) Concerned, unfanatical parents opposed to drug usage confront their child, a high-school senior, who has been using drugs (choice of drug can be altered to fit local conditions).

(3) A dorm supervisor (or comparable position--at Rice, the position is college master, a position held by tenured faculty members) confronts a student who has been found to be engaged in low- to medium-level dealing in drugs.

(4) The college president (or other pertinent academic officer) confronts the dormitory supervisor who has tried to deal with the matter on an informal basis, raising the possibility of outside pressures on the university. (Sometimes the same student might be asked to play the dorm supervisor in both performances; sometimes he or she might be asked to change roles, or two different students might be chosen. The instructor should decide on the basis of personalities and performances so far.)

(5) The police chief confronts the college president about drug usage and dealing on the campus. (For several years while Houston had a police chief widely regarded as a racist, I chose a black student to assume his role.)

(6) A black police officer who stops a young man for a traffic offense discovers he has large quantities of drugs in his car and appears to be on the way to a delivery. (Usually, I choose a white student to play the black dealer.)

After each of the dramas have been completed, discussion follows as to what was realistic, effective, etc. Most of the relevant points seem to get raised.

POSSIBLE PITFALLS: It is possible for performances to wind up being either strongly opposed or strongly favoring drug use. In the four years I have used this technique, however, it has worked beautifully. On one occasion, a student I knew to be a moderately heavy drug user turned red and began to sweat profusely as he played the role of the college master dealing with a student dealer. At the end of the playlet he said, "God, being a Master is a hard job!" On another occasion, a white student playing the arrested black dealer offered to split his dope with the black cop and the black cop accepted the offer. It was not what I expected, but it did generate a bit of discussion.

AS USED BY: William C. Martin, Department of Sociology
Rice University, Houston, Texas

COURSES: Introductory Sociology or Social Problems (Drugs)

TECHNIQUE 43

CONCEPT AREA: Roles and Socialization (Also Self Concept)

TEACHING OBJECTIVE: To demonstrate a sociological perspective on the psychological concept of personality.

REFERENCES: Orville G. Brim, Personality Developments in Children. (Austin, Texas: University of Texas Press, 1960). A shortened version is reprinted in W. Richard Scott (ed.) Social Processes and Social Structures: An Introduction to Sociology. (New York: Holt, Rinehart, and Winston, 1970), pp. 127-157.

PROCEDURE: This is a modification of the "Who Am I?" test. First, students are asked to number from 1-10 on a sheet of paper. Then students are asked to write ten statements or answers to the question "Who Am I?" After they have done this, I proceed to present the idea developed by Brim that the trait approach to the concept of personality is inadequate to explain social behavior. Usually some students in the class have taken some kind of personality inventory that presents a profile of their personality in terms of various dimensions or traits such as aggressiveness, masculinity-femininity, etc. After reviewing this approach I present Brim's idea of personality as role learning. Then I ask the students to code their own list of ten statements about themselves in terms of whether each response is an example of a trait (such as, I have red hair, am shy, etc.) or a role (such as, I am a daughter, student, wife, etc.). After they have attempted a rough coding procedure, I ask them to count the number of role responses after which we take a straw vote on how many gave 50, 70 or more percent of their responses in terms of roles.

Based upon having done this several times, Brim's thesis is demonstrated by the students' responses since most of them see themselves in terms of the roles they perform. Here I discuss the implications of this in terms of what Brim calls role saliency and role flexibility. Students are also asked when they think people might be more aware of their traits than their roles, for example, times of drastic changes in self-image based upon physical changes.

POSSIBLE PITFALLS: Coding responses as traits or roles is not always clear-cut.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSES: Introductory Sociology, Social Psychology, Social Organization

NOTE: A similar technique using the "Who Am I?" test was received from Brent Bruton and Sue Crull, Iowa State University.

TECHNIQUE 44

CONCEPT AREA: Rumor (Also Problems of Observation)

MATERIALS NEEDED: (1) A series of four or so interesting but ambiguous color slides showing some presumed sequence of action. We use a series showing a white man walking down a street approaching a black man (slide 1), the white man wheeling to face the black man (slide 2), the white man with a knife facing the black man (slide 3), and finally the two men making body contact as if in a fight (slide 4). There are other details in the slides, including parked cars, a spectator in one of the slides, certain modes of dress, etc.

(2) Six student volunteers in the class.

REFERENCES: A useful article as background for students or instructor for this exercise is H. Taylor Buckner, "A Theory of Rumor Transmission," Pp. 120-136 in R.R. Evans (ed.), Readings in Collective Behavior (Rand McNally and Co., 1969).

PROCEDURE: Ask for six volunteers and instruct five of them to go out of the room and wait until they are called back, one by one. Instruct the class and sixth volunteer to observe the slides very, very carefully for all details. Show the slides in sequence for about three seconds each (you may want to assign a seventh student to take detailed notes). Then invite one person back from the hall and ask the student observer to tell that person in detail what he or she saw. The first student observer can then sit down. Now the first student to come in from the hall, who never saw the slides, tells a second student from the hall what he or she has just been told. The second tells the third, the third tells the fourth, and the fourth tells the fifth.

As the story is told and retold, watch carefully for distortions, omissions, reversals, changes in tone, losses of detail, and so forth. When it's all over, ask the class what they saw happening as the story was transmitted from one person to another. Students almost always notice loss of detail, significant reversals, and so on. Even if the observed distortions are not very great, the experiment can be tied in with findings for the same exercise at other campuses. For instance, B'nai Brith has found that white audiences tend to put the knife in the hands of the black man, or that white audiences tend to degrade the social status as shown by clothing of the black man.

After recording all of the distortions, two discussion points are made. First, this "rumor clinic" illustrates some of what happens in a so-called linear transmission net ia rumor. The second discussion point is that the experiment illustrates the need for more systematic and reliable methods of observation for the social sciences than are employed in everyday life. This can lead to a discussion of various techniques which might have reduced or avoided the distortions observed such as coding forms, photographs, multiple observers, and so forth.

POSSIBLE PITFALLS: (1) Occasionally not very much distortion occurs in the process of transmission; therefore, the instructor must be ready to draw upon experimental findings reported in the literature or experience from other classes.

(2) The distortions that occur in linear transmission nets are not necessarily what will happen in more complex transmission nets. In the latter, messages may actually become more accurate because of the possibilities of corrective feedback in the process.

EDITOR'S NOTE: Similar examples of the rumor clinic technique were received from Austin Maley, New Mexico Military Institute; John Millay, Eastern Oregon State College; and William McBroom, University of Montana. Other examples of rumor clinics can be found in Gordon W. Allport and Leo F. Postman, "The Basic Psychology of Rumor," Transactions of the New York Academy of Sciences, Series 2, Vol. 8 (1945), pp. 61-81; and Dwight Dean and Donald Valdes, Experiments in Sociology, 3rd Ed., Instructor's Manual, pp. 20-22.

AS USED BY: Henry C. Finney, Frederick E. Schmidt and Laura Fishman (Professors Schmidt and Fishman were the original designers of this exercise). Department of Sociology University of Vermont

COURSES: Introductory Sociology, Collective Behavior

TECHNIQUE 45

CONCEPT AREA: Scientific Knowledge vs. Common Sense

TEACHING OBJECTIVE: To show students how easy it is to make mistakes using "common sense knowledge" and thereby to illustrate the value of a more systematic approach to social studies.

REFERENCES AND MATERIALS NEEDED: (1) A short true-false quiz to which the instructor knows many students will give wrong answers (see attachment--this was derived from Gerald Marwell, "Introducing Introductory Sociology: The Social Awareness Test," American Sociologist, Vol. 1 (November, 1966), pp. 253-254), or (2) Several research findings stating the opposite of what was actually found (example: A Gallup poll reported that better educated people were more opposed to the war in Vietnam).

PROCEDURE: Variation 1: Administer the quiz and ask students to keep a record of their answers. For each question, ask how many students gave a particular answer and then indicate if it was "true." Assuming your question "worked," explain briefly why so many got it wrong. After doing this for the whole test, address the question of why so many people got seemingly obvious questions wrong. This should lead naturally to a criticism of the common sense basis of everyday knowledge, and hence to the various ways in which the scientific method provides us with a more reliable basis for knowing.

Variation 2: First report several research findings incorrectly. Then ask the class to explain why the results turned out that way (they still don't know the results have been reported by you incorrectly). List the various explanations offered by students on the board. Then break the bad news that the real results are opposite of what you have reported. Apologize. Then ask them on what basis it could be so easy to generate explanations for wrong findings. Pursue the pitfalls of "common sense" explanations. This then leads to a discussion of the greater reliability of scientific methods. It can also lead to a discussion of the sociology of knowledge.

SPECIAL APPLICATION: Particularly appropriate for introductory sociology or introductory methods. Adaptable to any substantive course or subject matter by simply changing the content of the examples used.

POSSIBLE PITFALLS: Variation 1: Either because the instructor gives away the correct answer by offering various nonverbal cues, or because students may be more knowledgeable than the instructor thinks of a particular item, specific questions may not work--that is, most students may get them right. It might take some pretesting to come up with questions you can be sure will evoke enough wrong answers to serve your purpose. Some of these statements are dated.

Variation 2: Some advanced students may know some of the studies from which you are reporting findings.

AS USED BY: Henry C. Finney, Department of Sociology University of Vermont, Burlington, Vermont

COURSE: Introductory Sociology and Social Problems

SOCIAL AWARENESS TEST

Instructions:

This is a test designed to measure your awareness of what takes place in the world around you. Previous experience indicates that students vary greatly in this respect. Answer each question to the best of your ability (circle the correct answer). Your score on this test will not in any way affect your grade in the course.

T F 1. Because of discrimination and depressed living conditions, Blacks commit suicide relatively more often than whites.

T F 2. The frequency of severe mental illness, or psychoses, is on the increase in American society because of the increasing complexity of modern life.

T F 3. By and large juvenile delinquents commit the same kinds of crimes as adult criminals (with a few notable exceptions)--it is the question of their responsibility which sets them apart.

T F 4. Most effective problem-solving groups have more than one leader.

T F 5. As a group, Southerners drink less than any other large regional group in the U.S. (i.e., Northeasterners, Midwesterners, etc.).

T F 6. The curing of all drug addiction would probably bring almost no perceptible drop in the number of violent crimes committed.

T F 7. The condition of mentally ill persons deteriorates rapidly without psychiatric assistance.

T F 8. Compared to the lecture method, college students learn more in small discussion groups.

T F 9. The leaders of major social changes in society are usually those who are in control.

T F 10. Over half of the known heroin addicts are Black.

T F 11. Rural crime rates are increasing more rapidly than urban crime rates.

T F 12. More than 2/3 of all divorcees marry again within five years.

T F 13. The sexual revolution in this country applies mainly to attitudes and not actual behavior.

T F 14. Less than half of all persons arrested ever go to trial.

SOCIAL AWARENESS TEST KEY:

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. F
10. T
11. T
12. T
13. F
14. T

TECHNIQUE 46

CONCEPT AREA: Scientific Knowledge vs. Folklore

TEACHING OBJECTIVE: To underscore the need for reliable scientific knowledge of social behavior by exposing students to the wide variety of "folk wisdom" explanations peculiar to local cultural groups and subgroups.

REFERENCES: A general book on folklore and superstitutions. Specifically, I have used Vance Randolph's Ozark Superstitions, 1947, since I was raised on the "edge" of the Ozarks region and have taught in various communities to which he refers in his participant-observer account of social behavior.

PROCEDURE: Most introductory sociology texts begin with some treatment of sociology's historical development and its classification (science or others) within the areas of human knowledge. They point out that the struggle to establish any new idea, concept, or body of knowledge has never been easy and part of the strain has resulted from competition with other pre-existing ideas and explanations which already interpret human behavior. To reinforce these points I utilize local folklore, superstitions, magic, etc., which have special relevance for community college-type students. Selected passages from a general anthology of folklore relevant to basic sociological concepts (i.e., roles, sex roles, marital or parental roles, dating, herb-doctor and patient) are read to the class as examples of contrasting interpretations of human events and behavioral phenomenon. I contrast the humor of these "folky" themes with the scientific rituals of research, data, and theory which prevail in the modern scientific community.

The following examples have been used: Phrenology (as does many of the "pseudo sciences") has certain effects on interpretation of events in that what we moderns would consider a macrocephalic child would formerly have been defined as a brilliant child due to the large head. Early demise and failure to communicate adequately by such a child would have been explained as "Poor thing--just too smart to live!" Mountain medicine which uses skunk oil, urine, and poultices of various animal excrements are humorous to imagine compared to modern treatments. Plenty of sexual intercourse was considered a sure treatment for persons with bladder or kidney ailments. Fresh urine was considered a good lotion for chapped hands, sore feet, and shin splints.

Courtship and marriage as well as pregnancy and childbirth provide good behavioral examples of folklore. For instance, girls ate raw chicken hearts to make themselves pretty or wore poultices of fresh cow dung to remove freckles and blemishes while rendering the skin soft and fresh in appearance. Virginity in females could be detected by a dimple at the end of the nose--it disappeared after the initial sex act. If a girl's second toe was longer than her big toe, she would "bully" her husband. The newlywed who fell asleep first after the wedding would be the first of the couple to die. For the family who wanted their first child to be a boy, the male was told to sit on the rooftop of the house for seven hours after sexual intercourse. During delivery (at home), a sharp double-bit ax was placed under the bed to ease the pains of childbirth. These are only a few of cultural, historical examples of folklore applications to everyday life in the Ozark country of several generations ago.

POSSIBLE PITFALLS: Consistently enjoyed and no pitfalls have been encountered.

AS USED BY: Conrad Gubera, Department of Sociology
Missouri Southern State College, Joplin, Missouri

COURSE: Introductory Sociology

TECHNIQUE 47

CONCEPT AREA: Scientific Method (Also Hypothesis Testing, Measurement, Replication)

TEACHING OBJECTIVE: To demonstrate the connection between developing and testing hypotheses in conducting research, and to show how hypotheses provide a guide in the conduct of research.

MATERIALS NEEDED: (1) A clear glass filled with water; (2) A clear glass filled with rubbing alcohol; (3) Two ice cubes.

PROCEDURE: I begin by writing the word problem the board and then asking the class to predict what they think will happen if the objects lying on the table (ice cubes) are dropped into the two glasses of fluid. Typical answers include (he ice cubes will melt, the levels of the fluid will rise, fluids will get colder, the objects will float. Each of these are written on the blackboard. I then explain that these guesses are referred to as hypotheses in research and they serve as guides to the researcher in attempting to solve some problem. At this point, I write hypotheses under the word problem on the board.

Next I ask the class what could be done to test one or more of these hypotheses. As various solutions are volunteered, I write the word testing underneath the word hypotheses on the blackboard. We then look at each of the hypotheses and decide how each could be tested. As different testing procedures are identified, the problem of measurement becomes apparent. For example, if we want to know if the level of the fluid actually rises, we need to measure the fluid levels both before and after dropping the objects into the glasses. Now I write the word measurement underneath the word testing on the blackboard.

For simplicity, I next focus the class's attention on the hypothesis of floating, since measurement can be handled very easily through observation. I then proceed to test the idea by dropping an ice cube into each glass. The hypothesis is found to be supported in one glass (water), but not in the other (rubbing alcohol).

After removing the two ice cubes, I write the words analysis of findings on the board. The class is now asked to describe and explain what happened. The discussion typically results in the development of a new set of hypotheses explaining why it worked in one glass and not in the other. Typical responses range from a hypothesis that the objects are different to a hypothesis of different fluids in the two jars. At this point, I write conclusions and additional research on the board. As a class, we then explore ways in which the various revised hypotheses or conclusions might again be tested. The most typical suggestion is that we drop the same object into each of the two glasses. Before doing this, I write testing conclusions on the board and then proceed to drop the same piece of ice in both jars. The result of this procedure leads to the conclusion that it is the fluids which are different. At this point, I tell the class that one of the jars contains rubbing alcohol, which has a lower specific density than water, thus the ice cube sinks in rubbing alcohol.

After concluding the experiment, I draw the class's attention to the different steps of research that have been written on the board. One of the points I emphasize is that research is a continuing process, whereby the finding of one research endeavor usually raises as many new questions for future research as it provides answers to the original questions. I then repeat and explain the seven basic steps which have been written on the board, while illustraitng each step using an example from sociological research.

APPLICATIONS: This exercise can be used to illustrate other important research concepts, such as the need for replication and control groups in research. In using this demonstration, I frequently suggest that the ice cubes may be analogous to individuals in society who may find themselves behaving differently in

different environments (symbolized by the water and rubbing alcohol). Thus, the experiments may also provide some insights into the relationship between the individual and the environment.

POSSIBLE PITFALLS: Keep some extra ice cubes on hand in a thermos, just in case the ones on display melt before you get around to using them. Also, don't leave the ice cubes in the jars while discussing what went wrong.

AS USED BY: Reed Geertsen, Department of Sociology
Utah State University, Logan, UT

COURSES: Research Methods and Introductory Sociology

TECHNIQUE 48

CONCEPT AREA: Secondary Data

TEACHING OBJECTIVE: To illustrate what is meant by secondary data and to raise the ethical question of the possible misuse of such secondary data sources.

PROCEDURE: The subject of secondary data is introduced as follows:

(1) Ask students to take out their wallets.
(2) Ask students to take from their wallets all cards which represent a file of any kind which is kept on them for the special purpose indicated by the card. (Exclude mere club memberships and subscriptions.) The file should amount to a dossier of information of some kind.
(3) Ask the students to volunteer examples of the cards they have and make a list of all the different examples offered. The list will exceed the space available on most blackboards!
(4) When the board is full, stop and make the following basic points:

    (a) the varieties of secondary data are extremely numerous
    (b) the dangers of misuse of such data are extremely widespread, in part because of lack of protections for the dozens of files existing on most people.

This leads into a discussion of the varieties of data used by social scientists.

SPECIAL APPLICATIONS: Appropriate mainly to introductory courses.

POSSIBLE PITFALLS: The major pitfall is that it can easily be expanded to take more time than it's worth.

AS USED BY: Henry C. Finney (also Frederick Schmidt and Laura Fishman)
University of Vermont, Burlington, Vermont

COURSE: Introductory Sociology

TECHNIQUE 49

CONCEPT AREA: Self-Identity and Stereotyping

TEACHING OBJECTIVE: To demonstrate the difficulty persons experience in perceiving others as individuals, and the extent to which others' perceptions of the individual are based on broad stereotypical categories.

PROCEDURE: Early in the term, I devote the first 10 minutes of several class periods to having students talk with someone in the class with whom they have had no previous acquaintance. The object of the conversation is simply to get to know the other student. Students may talk with the same student each time or with as many different students as they choose. They may talk in small groups or singly. Each week over the six-week period of the experiment, students are required to turn in brief summaries describing each of the students (by name) with whom they have spoken.

To organize the summaries, each student in the class is assigned an identification code number which is never made available to the class. The summaries are then reproduced and compiled by identification numbers into two sections. Section one contains all the summary statements made about person #1, person #2, etc. Section two contains all the summary statements made by person #1, person #2, etc.

As soon as clerically possible after the end of the experiment, each student is given all the summary statements which have been written about them, as well as the summary statements they have written about others. They are then given time to analyze these documents. During analysis, the general categories in which they appear to others become very obvious as do patterns in their observations of others.

Although students are encouraged to get to know each other personally, the typical summaries focus almost exclusively on classes, school standing, major, job status or aspirations, and other such impersonal characteristics. The superficiality and generality of our perception is dramatically revealed as students protest "that doesn't really describe me." In an attempt to further dramatize the barriers to intimacy and understanding, I have shown previous results to classes before starting them on the experiment. I have also permitted them to take more time one period a week. The results have been invariably the same. I point out the analogy to Camus' The Stranger in which the defendant is unable to identify with the image of himself which emerges in court.

POSSIBLE PITFALLS: It is imperative that the experiment go on at least two weeks, since students will otherwise insist that the superficiality resulted from the short exposure time. In large classes, you will need volunteer clerical help to type the summaries. Encourage them to write in phrases rather than whole sentences. The students often fail to see the value of the experiment until they receive the final data.

AS USED BY: Jeanne Curran, Department of Sociology
California State University, Dominguez Hills, California

COURSE: Social Problems

TECHNIQUE 50

CONCEPT AREA: Sex Roles (Also Socialization)

TEACHING OBJECTIVE: To illustrate the kind of mental closure that may be determined by a culturally conditioned view of sex roles.

MATERIALS NEEDED: Type the following riddle on a handout sheet:

> Consider the following riddle about a father and son driving down a highway:
>
> > There is a terrible accident in which the father in killed, and the son, critically injured, is rushed to a hospital. There the surgeon approaches the patient and suddenly cries, "I can't operate, that's my son!"
>
> How is it possible that the critically injured boy is the son of the man in the accident as well as the son of the surgeon?

PROCEDURE: Distribute a copy of the riddle to each student in the class. Ask them to individually write an answer to the riddle on the sheet. After three to five minutes, collect the sheets and write some of the common answers on the board. Typical answers usually have the surgeon as a priest, or a stepfather, or the true father through artificial insemination. The answers provide an excellent stimulus for discussion.

The riddle exercise can be used in a variety of ways, such as illustrating how culture shapes thought and perception socialization into sex roles, and sexism in society. I use it as a device for provoking student interest in understanding sex roles.

POSSIBLE PITFALLS: Have students work individually to come up with their own answers. Also, I have found it works best if students write their answers instead of volunteering them verbally since some students may know the answer and thus ruin the fun. The answer, of course, is that the surgeon is the child's mother.

AS USED BY: John Millay, Department of Sociology
Eastern Oregon State College, La Grande, Oregon

COURSE: General Sociology

NOTE: Frances Dressler, DeAnza College, uses students for role playing to illustrate masculine and feminine differences in body language. She asks a male and a female student to participate in a variety of simple activities in front of the class; for example, greet each other, pick up an object on the floor, lean against the wall, walk the length of the classroom and back again, sit on a chair and cross their legs, sit on two chairs in front of the class and carry on a conversation. The class members are then asked to identify any differences in body language they may have observed. They can generally identify at least four or five differences. She suggests that the students continue to observe persons on campus to see if they can identify other sex differences in body language. This activity is followed by a discussion of sex role differences in American culture in broader terms.

The idea for this technique came from the Instructor's Manual for Ian Robertson, Sociology (Worth Publishers, 1977).

TECHNIQUE 51

CONCEPT AREA: Sexism, Sex Roles

TEACHING OBJECTIVE: To sensitize students to the subjectively experienced consequences of living in a patriarchal society.

PROCEDURE: I ask the students to get comfortable so that we may go on an imaginary journey. We begin the journey by imagining we live in a world which from the beginning and into the forever is managed, controlled, owned and enjoyed by women. This world takes for granted the Divine Mother, the linguistic generic sne, the superiority of the female, the innate nurturing instinct of the male, etc. I speak on creating a matriarchal society in the imaginations of the students. Then, I say "You are on an airplane with your spouse going to a convention. If you are a female, you are going as a representative; if a male, you are going along with your wife." I continue to describe the trip and the convention with total sex-role and power reversal. Then, I request them to reboard the airplane, and let their imagination take them wherever it will. After a while, I suggest we return to the world we do in fact inhabit and share experiences.

Several kinds of experiences are normally shared. For example, some women report feeling exhilarated, powerful, free and capable of accomplishing anything for the first time in their lives; others report feeling resentful of, sorry for, or bored by their husbands. Some men report relief at not having to perform, and pleasure in being taken care of; others express anger and resentment ("it's not fair"). Other students report they can't get into the trip at all--they just can't conceive of such a world.

I have found that this imaginary trip does more to break down stereotypes ("all men/women feel/think the same way") and to sensitize each gender to the life experiences of the other, than hours of lecturing and/or readings about sexism.

POSSIBLE PITFALLS: None--unless the professor is unable/unwilling to get into the imaginary world.

AS USED BY: Laurel Richardson Walum, Department of Sociology
Ohio State University, Columbus, Ohio

COURSES: Sex Roles, American Society

NOTE: A technique using role reversals was also received from Jim Stemler, University of Portland. In this technique, he passes out copies of an article by Theodore Wells, "Woman," Newsletter of the Association of Humanistic Psychology, Vol. 7 (December 1970), Issue No. 3. This article describes male-female experiences in reverse order. After they have read the article, he then leads them in a discussion of what it means to be a male or a female in our society.

A technique received from John Hoerner, Indiana University-Indianapolis, utilizes an opposite strategy to examine sex roles. He plays the devil's advocate by describing women's roles from a "male-chauvinist" perspective; for example, "a woman cannot act feminine and still be a leader," and "women are taking jobs away from men who need work because they are heads of families," and "women have evolved as emotional-nutritive people while men have evolved as intellectual-task oriented people which explains why most philosophers, scientists, inventors and leaders have been men." He then steps out of that role and goes back over the points mentioned to examine sexist biases.

TECHNIQUE 52

CONCEPT AREA: Social Control and Extra-Legal Factors in Police Decision Making (Also Social Class, Discrimination, Curbside Justice)

TEACHING OBJECTIVE: To sensitize students to possible baises (demeanor, social class, clothes, etc.) on the decision making of police or other agents of social control. One could with minor modification of the class handouts also explore for sex and ethnic group differences.

MATERIALS NEEDED: The two attached forms of Hypothetical Police-Youth Encounters.

REFERENCES: The original stimulus for this exercise came from the Piliavin and Briar field study "Police Encounters with Juveniles," American Journal of Sociology, Vol. 70 (September, 1964), pp. 206-214. The excerpts in the class handouts have been adapted from Helen M. Huges (ed.) Delinquents and Criminals (Boston: Holbrook Press, 1970), pp. 18-20.

PROCEDURE: This exercise should be carried out before the class has had a chance to do much reading on the topic of police encounters with juvenile offenders. The exercise consists of two different descriptions of young boys caught in the act of stealing a car. The main difference is in the social class and general demeanor of the two boys. Each description is followed by a choice of five alternatives for handling the situation.

I begin by distributing the police-youth handouts (forms A and B) to the class so that they are unaware that two forms are being administered. I usually give form A to the front half of the class and form B to the back half. After allowing time to complete the assignment, I collect them, keeping the two forms separate. The forms are then quickly tallied. The typical pattern of response shows students to be more lenient to the "cooperative-straight" appearing youth than the "uncooperative-hood" appearing youth. Students also typically think real police officers would be less lenient in both situations than they uaually are.

Discussion is directed at the ethical-legal issues involved in injecting extra-legal criteria into legal decision making. During the discussion I raise the following questions: Can we have high confidence in police statistics if only some criminal activity is officially reported? Is this finding evident in other social settings? Have any of their personal experiences confirmed this finding? Following class discussion, the original Piliavin and Briar study is assigned for reading.

POSSIBLE PITFALLS: None known.

AS USED BY: Lloyd W. Klemke, Department of Sociology
Oregon State University, Corvallis, Oregon

COURSES: Juvenile Delinquency, Deviart Behavior and Social Control

A

HYPOTHETICAL POLICE-YOUTH ENCOUNTER

Denny Edwards had just turned the key of the Buick and was backing slowly out of a parking space when he was blinded by the glare of a flashlight. At the same time, the rear view mirror above him showed the whirling blue light of a police car. The officer on the sidewalk opened the door of the Buick and looked closely at the boy in the driver's seat.

"Is this your car?" the policeman asked as he motioned for Denny to get out.

"Nope." Denny slouched against the fender of the car and snapped his fingers to an imaginary tune.

"Then what were you doing in it? How old are you?" As he questioned Denny, the officer opened a black notebook and began recording information from the driver's license the boy had given him. The policeman noted, too, the leather jacket marked with the crest of the Dragons, a local teen-age gang. "And stop snapping your fingers when I'm talking to you!" he said severely.

Denny shrugged and looked up resignedly, "I was just sitting here waiting for someone."

"Does he own the car?" the officer inquired somewhat impatiently.

"Hell, no, I don't know whose it is, but the dumb jerk left his keys." Denny's words were accompanied by more finger snapping, and his face was almost expressionless.

How do you think you would handle this situation if you were the police officer?

(Place an X below to indicate your decision)
Briefly explain why you would choose this particular action on the back of this sheet.

How do you think most police officers would handle this situation?

(Place an O below to indicate your decision)
Briefly explain why you feel police would take this action on the back of this sheet.

Possible Ways of Handling the Situation

Your Decision	Most Police Would	
_____	_____	1. Talk to and release youth.
_____	_____	2. Talk to and release youth but make an informal report.
_____	_____	3. Make an official report (for a juvenile court hearing) and take youth home.
_____	_____	4. Make an official report (for juvenile court hearing) and take youth to police station before notifying parents.
_____	_____	5. Make official report and confine youth in a detention facility.

B

HYPOTHETICAL POLICE-YOUTH ENCOUNTER

Denny Edwards reached for the ignition of a station wagon. He was backing slowly out of the parking space when he became aware of a vehicle moving towards him. Denny recognized the shape of a police car, and he hastily drove the car forward into its original position. As he opened the car door, Denny heard the officer's voice, ordering him to come out.

Denny trembled visibly as he looked up and saw the policeman's hand held out for the boy's driver's license. Denny stuttered, "I wasn't going anywhere. I just wanted to see how the car felt."

The officer looked at the blond youngster standing in front of him. "How old are you, son?" the policeman asked in a gruff but not unkind voice.

"Sixteen, sir," Denny replied, nearly crying. "And my father will kill me if I get in trouble!"

The boy was dressed in clean slacks and a plaid wool shirt. The fear in his face was plain to see.

"Then why don't you stay away from other people's cars?" the policeman barked.

How do you think you would handle this situation if you were the police officer?

(Place an X below to indicate your decision)
Briefly explain why you would choose this particular action on the back of this sheet.

How do you think most police officers would handle this situation?

(Place an O below to indicate your decision)
Briefly explain why you feel police would take this action on the back of this sheet.

Possible Ways of Handling The Situation

Your Decision	Most Police Would		
_____	_____	1.	Talk to and release youth.
_____	_____	2.	Talk to and release youth but make an informal report.
_____	_____	3.	Make an official report (for a juvenile court hearing) and take youth home.
_____	_____	4.	Make an official report (for a juvenile court hearing) and take youth to police station before notifying parents.
_____	_____	5.	Make official report and confine youth in a detention facility.

TECHNIQUE 53

CONCEPT AREA: Social Identities and Presentation of Self (Also Stereotyping)

TEACHING OBJECTIVE: To show that people presume the identities of others. Upon these presumptions they interact according to the expectations which are appropriate to the established identity. When the presumed identity is challenged, made suspect, or altered, perceptions change to fit the altered identity.

MATERIALS NEEDED: Some 3"x5" file cards with the "messages" given below written on them.

REFERENCES: Stephen Cole, The Sociological Orientation (Rand McNally, 1975), p. 75.

PROCEDURE: This demonstration works only after at least several days or weeks of classroom contact. Unless students have had some chance to observe the instructor, the demonstration will not be very meaningful. This is because your identity needs time to be established to provide a basis for contrast.

Announce to the class that you are going to hand out a few cards which are to be taken at face value. These cards contain messages which tell them the "truth" about who or what you really are. The cards may then be distributed to either one student per card, or several to a card. In either case, when they see the card, they are asked to find evidence for your claim which is stated on the card. That is, they are to review you—anything and everything they know or have seen you do and say—to find evidence that the message on the card is a true statement.

The card messages are as follows:

(1) Although I appear to be relatively left or liberal in my political opinions, I am actually quite conservative and intolerant.

(2) Although I appear to be relatively liberal or center of the road, I am actually quite revolutionary and socialistic in my political beliefs.

(3) Although I appear to be white, I am actually Black.

(4) Although I work as a teacher, I am actually very wealthy and could live in comfort without earning a salary.

(5) Although I appear comfortably middle-class, I am in very distressed financial circumstances.

After each person or group has had time to evaluate the message and gather their "facts," I have them report to the class the "evidence" they have assembled. Often the same "evidence" is introduced to support completely contrary identities.

In class discussion I inquire, if these identities were true, how might it have changed interaction or expectations? Also what "evidence" emitted by the instructor helped to establish the previously accepted identity?

POSSIBLE PITFALLS: The instructor must be quite comfortable in having his/her behavior and person subject to scrutiny. Some colleagues have expressed concern that the false identities might become subject for gossip. Students who leave before the class is over might leave with wrong impressions. Other identities have also been tried such as "homosexual" and "Don Juan." These identities really bring interesting responses from the class, but they do make the instructor more vulnerable to gossip and false labeling.

AS USED BY: Kenneth Kessin, Sociological Consultant
1024 North 47th Avenue, Omaha, Nebraska
COURSE: Introductory Sociology, Social Psychology

TECHNIQUE 54

CONCEPT AREA: Social Structure (Also Family Structure)

TEACHING OBJECTIVE: To clarify and demonstrate the reality of social structure.

REFERENCES AND MATERIALS NEEDED: (1) One or more medium-sized containers of Tinker Toys. (2) My Samoan Chief, by Fay G. Calkins (Doubleday, 1962).

PROCEDURE: Ask several students to come to the front of the class (if you have enough Tinker Toys, the whole class can participate). Ask the students to construct a four-member family with two parents and two children. Use the round parts for statuses or positions and the rods to join the parts. Tell the students to build a model showing power or authority relationships in the family.

After the students have assembled the models, ask them to explain the authority patterns in their model. Then explore with the class some of the differences one might expect with the mother or children running the family. When it becomes clear that patterns of relationships have a form and structure, ask the students to build a model of something else familiar--such as a small university or business. Then ask students what similarities and/or differences exist between the family model and the business model?

To further illustrate how the structure of relationships in a society can affect behavior, I use the following illustration from Calkin's My Samoan Chief. Calkin's book discusses the life of a New England woman who married a Samoan and went to live in Samoa. She discovered whatever anyone owned was jointly shared by all relatives who were free to take whatever she owned without asking. Any resistance on the part of the owner produced negative sanctions. In the face of the family patterns, she tried to interest the natives in a profitable business--with failure, of course. I then contrast the situation with American patterns of family and business and explore what changes might occur in our economic institutions (such as the disappearance of the work ethic) if relatives in the extended family were free to carry off each other's profits for their own enjoyment.

POSSIBLE PITFALLS: Even a medium-sized container of Tinker Toys may have fewer round parts and rods than is needed.

AS USED BY: Marie Marschall Fuller, Department of Sociology and Social Work
Texas Woman's University, Denton, Texas

COURSE: Introductory Sociology

TECHNIQUE 55

CONCEPT AREA: Social Structure and Role Relationships

TEACHING OBJECTIVE: To demonstrate that appropriate behavior is defined relative to the social positions of interacting individuals.

PROCEDURE: I begin by asking students to take out a piece of paper and write their reaction to the following question: "What should a person do when another person slaps his/her face?" Then I ask for volunteers to read their responses. These usually take the form of statements such as: Type 1: "They should slap the other person's face!" Type 2: "They should first try to find out why the other person slapped their face, and then decide what to do." or Type 3: "It depends on who does it and why." After several responses have been read, attention is turned to the thought processes students went through in deciding how to answer the question. Discussion typically reveals that, in fact, most of them had, as a first impulse, the Type 1 sort of thought, but on second thought some decided that a person ought to know why. A few of them then realized that "why" was wrapped up in "who." (Note: Almost none will think of it as having to do with who each person is, instead, they will focus on who the person is doing the slapping.)

Using this as a take-off point, I then propose the following combination of individuals: (1) A 3-month-old infant and its mother; (2) A 10-year-old boy and his irate father; (3) best friends; (4) an employee and a boss. Students quickly realize that before the question can be answered, one must specify the relationship between the two persons (including such factors as relative ages, etc.)

I then ask two or three questions such as these: "Would you all agree that the mother should not slap the 3-month-old baby in return, since the baby's act was obviously not deliberate or hostile?" "Would you agree that a father should not slap his 10-year-old son, but if he did, that the son definitely should not slap him back?" "Would you agree that a boss should not slap an employee?" Here I formulate questions with which most will agree. Eventually someone usually remarks that nobody, really , ought to slap anyone else.

At this point, I raise the idea of norms being attached to specific positions relative to other positions. I further suggest the presence of general norms which overarch specific positions thus bringing "morality" into the discussion. I point out that in spite of individual differences, they all share certain understandings about how people ought to behave. Likewise, these expectations are attached to the relationships between the positions held by individuals--i.e., that human behavior is patterned, there is a "structure" of positions and relationships, and that because we share the expectations and behave according to them, human behavior is predictable.

POSSIBLE PITFALLS: One must be careful not to word the original question in terms of personal reference: "What should a person do..." not "What should you do..." This provides more flexibility for discussing both the slapper and the slappee in various role relationships. I have also found that written responses to the first question enable more students to go through the mental process from Type 1 to Type 3 statements. This reduces the danger of having two or three bright students short-circuit the thinking process for others.

AS USED BY: Davida P. Gates, Department of Sociology
Virginia Commonwealth University, Richmond, Virginia

COURSE: Introductory Sociology

TECHNIQUE 56

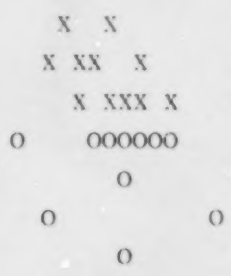
CONCEPT AREA: Social Structure, Functions, Roles

TEACHING OBJECTIVE: To provide a practical example of how roles relate to social structure.

REFERENCES: Melvin DeFleur, William D'Antonio and Lois DeFleur, Sociology: Human Society, 2nd Edition (Glenview, Illinois: Scott, Foresman and Co., 1976), p. 32.

PROCEDURE: Introductory students have great difficulty with a concept like social structure. They claim they can't think in abstract terms and that our concepts are too vague for them.

To show them that they underestimate their ability, I put the following on the blackboard:



The males and most of the females immediately know what I am doing. They can even tell if I am diagramming a "winged T," a "4-5-2 defense," etc. Then we move easily into action, functions, and roles.

AS USED BY: William D'Antonio, Deparment of Sociology
University of Connecticut, Storrs, Connecticut

COURSE: Introductory Sociology

TECHNIQUE 57

CONCEPT AREA: Socialization (Also Construction of Reality, Culture)

TEACHING OBJECTIVE: To show that "reality" is actually an undefined mass of stimuli until we learn how to define what we see by the culture in which we live. Further, that once we have learned to see the world in a particular manner, it becomes very difficult to change that view.

MATERIALS NEEDED: Transparency of the attached photograph (reproduced with permission) published by the Optometric Extension Program Foundation, Duncan, Oklahoma, 73533.

PROCEDURE: Inasmuch as we learn our definitions of reality from others, I begin by requesting that students do not talk while completing this exercise. Then I show the attached picture. I ask if anyone recognizes what the picture is. Sometimes a few hands go up, other times none are raised.

I then turn the picture upside down and sideways to let students see it from several angles. At that point I ask various individuals to tell what they see. (To maximize input I delay calling on those who seem to see something quite clearly.) Typical responses include: "It's a shot of the moon," or "It's a shot of a city after a bombing raid."

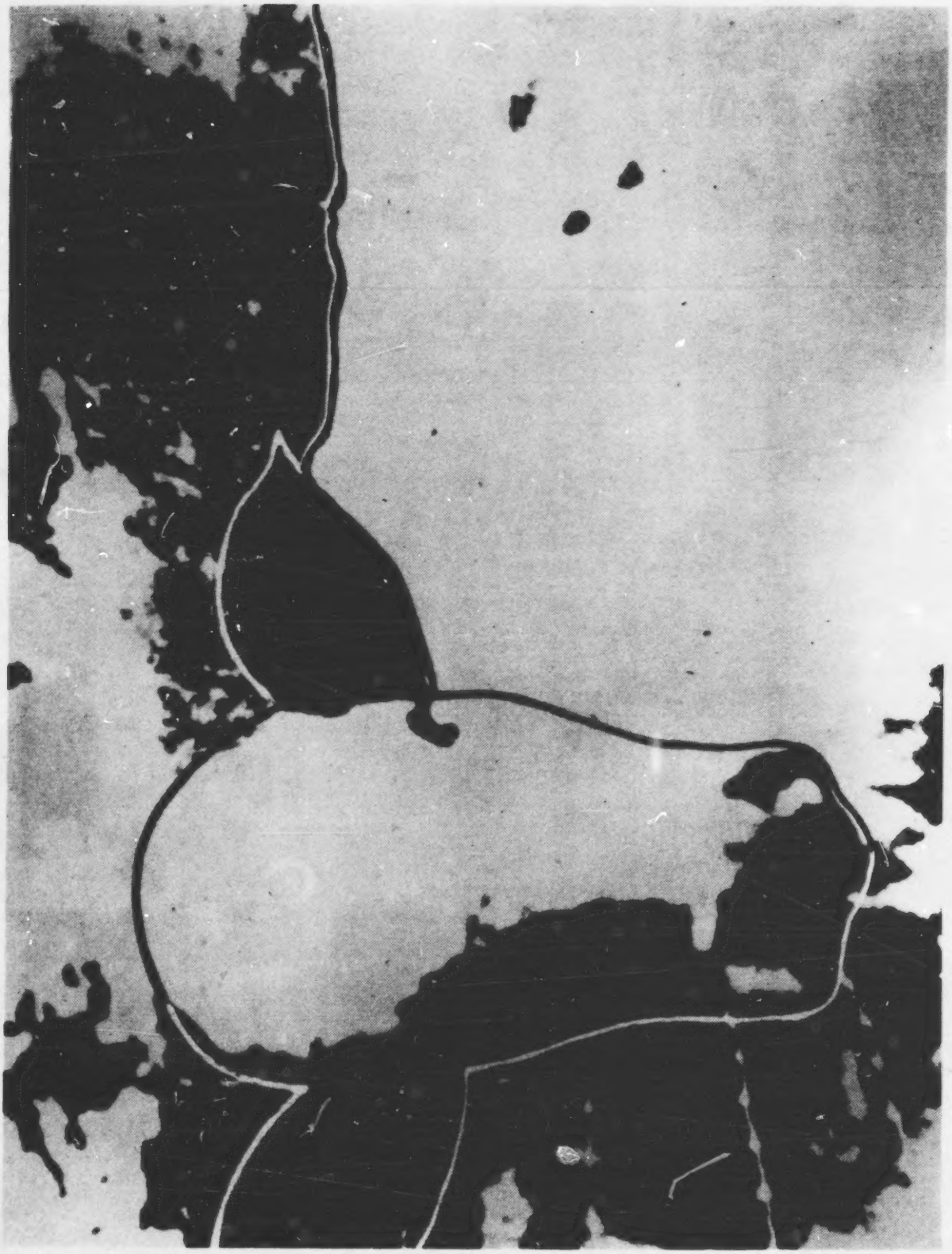
After getting several replies of this sort, I tell students it is a very familiar object, one which I'm sure all of them have seen. Then I call on the students who claimed recognition of the subject matter on the show of hands. Frequently these students have not "seen" the subject "correctly" and give further explanations of the scene. By this time if no student has said the picture is the face of a cow, I tell the class what it is. Immediately several people see the cow. The majority still do not. I then outline the face of the cow with a pointer, and in so doing a large proportion of the class see the cow. The students continue to look at the picture and make such comments as, "How could we have missed it," or "It's so obviously a cow, now I can't see it any other way."

APPLICATION: This exercise is used to illustrate how socialization helps us construct certain shapes of reality. It is pointed out that there is no magic or trickery in the exercise, but rather the process involved is one of learning how to see a piece of reality, depending on one's culture—i.e., how to make sense of all the stimuli assaulting our senses. I point out other comparable situations. Thus, in our society, many of us can look at a black man, shabbily dressed, sitting in a doorway drinking from a bottle wrapped in a brown paper bag. We "see" a wino, perhaps a welfare cheater, certainly a lazy bum. We do not "see" a tired man waiting for a bus after a long and perhaps hard day at work, having a drink in the cheapest manner possible. I also point out that socialization occurs at different rates, thus some grasp "reality" very quickly while others take more time; also some never fully grasp the "reality" mapped out by their culture.

POSSIBLE PITFALLS: Delay calling on persons who raise their hands immediately when you ask what it is. Also, you may have to trace the head of the cow with a marker before many class members will see the cow.

AS USED BY: Pat Allen, Department of Sociology
Los Angeles Valley Community College, Van Nuys, California

COURSE: Introductory Sociology



TECHNIQUE 58

CONCEPT AREA: Socialization (Also Looking-Glass Self)

TEACHING OBJECTIVE: To establish a link of interest between the basic sociological content found in the introductory classroom and elements already present in the world of music.

MATERIALS NEEDED: (1) Recordings of the following songs: Teach Your Children, by Crosby, Stills, Nash and Young; The Greatest Discovery, by Elton John; Magic Mirror, by Leon Russell; The Circle Game, by Joni Mitchell.
(2) A record player, or in place of all the above, a prepared tape recording of the above songs and a tape recorder.

PROCEDURE: It is helpful if students have already read the chapters covering the concepts to be examined in class. At the beginning of the class, write the following on the blackboard:

SONG/ARTIST	CONCEPT	KEY WORDS?	HOW?	OTHER SONGS?
Teach Your Children: Crosby, et. al	Socialization			
The Greatest Discovery: Elton John	The Family as a Factor in Socialization			
Magic Mirror: Leon Russell	Looking-Glass Self			
The Circle Game: Joni Mitchell	Socialization as a Life-Long Process			

Next, announce that songs often provide a good illustration of sociological concepts. Then clearly define the first concept above as you prepare to listen to the first song. Instruct students to write down any key words in the song which they think point out the concept under investigation, then play the song through once. Ask students what key words or lines exemplify the concept. Continue the discussion by inquiring how these words exemplify the concept. You might want to play parts of the song again. Finally, ask for suggestions of other songs that point out the same or additional concepts. Be sure to fill in the appropriate boxes on the blackboard as students respond.

APPLICATIONS: Music can be used to explore a multitude of sociological concepts. A discography of sociological concepts can be developed which follows an entire textbook. An entire course can be restructured to utilize music as the device for understanding sociology. Call it "Rock Sociology." One can copy worksheets based on the blackboard model for student use along with any prerecorded tapes you want to keep on reserve in the music library so that students can do the exploration outside class. One can assign as a student project the construction and development of their own discographies that focus on one issue or concept or a series of concepts.

POSSIBLE PITFALLS: (1) Records may be scratched and therefore may skip. Listen to them in advance.

(2) Make sure the record player or tape recorder works at the same speed as the recording or tape.

(3) Make sure you have an electrical outlet in the classroom and an extension cord if needed.

(4) If you want to listen to a particular part of the song again, tapes will be easier to work with as many tape recorders have meter counters on them and you can just read the number and return to the exact spot.

(5) Don't allow the music to become the emphasis instead of the sociology. Remember that the music is a tool for the identification of concepts.

AS USED BY: Steven B. Wexler, Department of Sociology
College of Staten Island, Staten Island, N.Y.

COURSE: Introductory Sociology

ALTERNATIVE APPROACH: Jim Stemler also uses music to explore the complexities of American Appalachian culture. He uses Negro Spirituals by the Tell Tale Singers, BOX STLP 513.110 and Instrumental Music of the Southern Appalachians, Tradition Records, TLP 1007 as follows:

I play different segments to demonstrate how music represents emotions, moods, values and beliefs. Music often provides the best picture of how a culture gives its members a "zest for life." I also point out and try to get students talking about the following aspects of music:

(a) Music often symbolizes the past and future.

(b) Words in songs are often symbols for more than what the words usually mean (example: the chariot in "Swing Low, Sweet Chariot" usually referred to the underground railroad).

(c) Music incorporates learned and shared values and beliefs.

(d) Music is part of a more complex unit (culture) which requires knowledge of the other parts of the culture to interpret fully.

(e) Music is a system of symbols; therefore it forms a means of communication.

AS USED BY: Jim Stemler, Department of Psychology and Social Sciences
University of Portland, Portland, Oregon

COURSE: Introductory Sociology

TECHNIQUE 59

CONCEPT AREA: Socialization (Primary and Adult), Resocialization, Anticipatory Socialization.

TEACHING OBJECTIVE: To uncover personal experiences of students to illustrate a variety of stages in the basic process of socialization as it applies to persons throughout their lifetime.

MATERIALS NEEDED: Several index cards and a panel discussion arrangement in the front of the room.

PROCEDURE: In the preceding session of a large introductory sociology class, ask students to raise their hands if they have had any of the following experiences: (1) been married within the last six months, (2) became a parent for the first time within the last six months to three years, or (3) been inducted into the military, a residential fraternity or a prison within the last five years. Then pass out an index card to each of the students who respond. Have each student write the following information on the card: (1) name, (2) age, and (3) a description of their experience. Then gather these cards and examine them after class in order to identify those students who have the most interesting experiences. Students should be selected to represent the greatest variety of experiences.

At the next class session, invite those students selected (probably no more than 4-6) to come to the front of the room where a table, chairs and microphone are available. Then proceed to address a series of questions to the students regarding their experiences in learning new roles, teaching others new roles (such as in the case of the newlyweds and parents), and resisting or adjusting to resocialization (such as in entering any type of institution). This session presupposes that the class has had some prior exposure to the general concept of socialization and related concepts such as primary vs. adult socialization, resocialization, and anticipatory socialization. This makes it easier to use this session to illustrate points previously covered.

SPECIAL APPLICATIONS: While it is easier to draw upon the members of the class, it is also possible to draw upon students outside of the course or from members of the community at large. For example, it is possible to bring in a young child, ex-convict or a former mental patient and include them in the panel in order to provide additional variety and contrast in the views presented in the discussion.

NOTE: The same technique has been used successfully to explore some of the differences one is likely to encounter when living in another culture. Here I pass out cards to students who have lived outside of the United States for more than six months. I then have them write the following information on the card:

> (1) Name, (2) Where they lived outside of the U.S., (3) When they lived there (dates), (4) Their age at the time of this experience, and (5) The circumstances under which they were living (e.g., living with their family, living with a host family, serving in the military, studying abroad, etc.).

This information is then used to assemble a panel for a subsequent class period. The panel discussion is a good way of providing examples of concepts such as culture shock and ethnocentrism.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSE: Introductory Sociology

TECHNIQUE 60

CONCEPT AREA: Socialization, Role Models, Self-Image

TEACHING OBJECTIVE: To reveal the effects of significant others, culture, and social milieu on shaping attitudes, choice of occupation, and anticipation of personal future.

REFERENCES OR MATERIALS NEEDED: Any good presentation of socialization theory. No special materials needed.

PROCEDURE: Announce that the class is to think about the future. Advise them to relax, sit back comfortably in chairs, or space themselves comfortably on the floor if this fits class decorum. Ask that they listen to your words and allow their imaginations to take over for a few minutes. Once the group has settled down, begin as follows (this is a suggested script--it may require modification as the leader sees fit):

"Most people imagine that they have some skill, or characteristic, or trait which they are not really using. Many people imagine that instead of what they are doing, or what they plan to do in the future, they could do something else. They could be airline pilots, or politicians, or dancers. They feel they have the talent to be race car drivers, or athletes, or just about anything. Often people have good reasons for thinking about what might be. They have danced, or played ball, or acted, or been in school activities. Yet, most people here are planning to be nurses, or teachers, or to work with juveniles (here one must adjust the examples to fit local student characteristics). For most, there is a wide gap between what they dream about and what they really expect for themselves in the future."

"If you have that dream imagine yourself as the dreamed-of person. (pause) Imagine it very clearly. (pause) See yourself about ten years from now. (pause) Imagine what your daily life would be like. (long pause) Where would you be living? (pause) Who would your friends be? (pause) How much money would you be earning? (pause) How would the rest of the world or your present friends or your family treat you? (pause) Would you be married? (pause) Would you have children? (long pause) Imagine all of this strongly. . .taste it. . .savor it . . .roll the imagines around in your mind."

"When you feel you have a strong impression, imagine your life ten years from now as you really expect it to be. (Repeat the same kinds of questions as above.) Contrast what you expect <u>will be</u> with your ultimate dream of what <u>might have been</u>. . .(pause) Now. . .open your eyes and re-enter the class situation."

Ask several students to describe what their fantasies were like, and to run through some of the imaginations and contrasts. What is their fantasy; what is the reality, etc.? It is sometimes useful, in order to prime the pump, to present your own fantasy--a real one--to get things rolling!

APPLICATION: To pursue the following line of inquiry, ask: "If your fantasy is X, why are you not following it, and instead, are following Y?" Inquire about family experiences, sex-role definitions, extended family models, teachers, peers and others who have been significant in defining social expectations and norms. This is a very open discussion period.

POSSIBLE PITFALLS: The fantasy trip was once presented in a mass lecture section. It went very well. However, after sharing my own fantasy, and asking for volunteers, one student came up and offered his fantasy--he wanted to be a frog! The laughter was uproarious, and the mood of the session was broken. Hence, a good deal of trust must be established in a class before running the fantasy. Secondly, one must know students and be prepared for the unexpected.

AS USED BY: Kenneth Kessin, Sociological Consultant,
1024 North 47th Avenue, Omaha, Nebraska

COURSE: Social Psychology

TECHNIQUE 61

CONCEPT AREA: Stereotypes of Older Persons (Also Stigma, Labeling, Ageism)

TEACHING OBJECTIVE: To demonstrate the existence of a negative and disparaging stereotype of the sexlessness of the old person in our society.

REFERENCES: Isadore Rubin, "The 'Sexless Older Years'--A Socially Harmful Stereotype," The Annals of the American Academy of Political and Social Science, Vol. 376 (March 1968), pp. 86-95.

PROCEDURE: This is a simple sentence completion exercise. I pass out paper and simply ask students to complete the following sentence: "Sex for most older people is . . . ." I tell them to do this rapidly since I'm only interested in their opinions. Some students will typically ask "How old is old?" I answer, 65 or older.

Next, I collect students' responses and read them aloud to the class. As I read each individual response, I classify it as either positive or negative about sex for old people. I put this tally on the blackboard. At least one third and usually better than one half of the class consider sex for old people to be "a waste of time," "ridiculous," "dirty," "unimportant," "in the past." I ask students to interpret the findings. The descriptions of old people predictably move away from sex to the general discrimination of older persons. Students begin to see that the widespread denial of sexuality among older persons can have a harmful influence which goes far beyond its effect upon sexuality.

This exercise also provides a good background for discussing the dynamics of the "self-fulfilling prophecy." In addition, I have found it to be a useful way to link up discussion on ageism with the symbolic interactionist position on meaning, identity, and social conduct.

AS USED BY: Mike Hoover, Social Science Department
Missouri Western State College, St. Joseph, Missouri

COURSE: Introductory Sociology

TECHNIQUE 62

CONCEPT AREA: Stratification and Family Names (Also Labeling, Discrimination, Self-Concept)

TEACHING OBJECTIVE: (1) To demonstrate that judgments of inequality among groups of people do exist; and (2) To sensitize students to the consequences of labeling an individual by their ascribed group identities.

REFERENCES: James K. Skipper, Jr. and Frank J. Kohout, "Family Names and Social Class: A Teaching Technique," The American Sociologist, Vol. 3 (February, 1968), pp. 37-38.

PROCEDURE: The following technique was originally developed by Skipper and Kohout. Since many students reject the idea of social class divisions, this experiment should be conducted before any discussion of stratification. First give students a list of six family names (Walczewski, Svenson, Stantospirito, O'Brien, Goldberg and Hawthorne) and ask them to assume each belongs to one of six social classes in the United States. Ask them to rank the names by putting a I by the higher class, a II by the next, and so on down to VI by the family in the lowest social class. Students may find it difficult but should guess the best they can. In addition, ask them to state their opinion (SA, A, D, SD, DK) about the statement: "It is possible to determine a family's social status by knowledge of the family name." Five minutes should be enough to complete both tasks. Collect their lists and tabulate the results.

After this procedure, point out that 84% of most students do not believe it is possible to ascertain a family's social class by knowledge of the family name alone. Point out that if this were true, you'd expect students to rank the names fairly randomly. However, students consistently rank the names of Hawthorne and Goldberg in Class I or II, O'Brien and Svenson in III or IV, and Walczewski and Stantospirito in Class V or VI

In using this procedure, I have found that it is advisable to modify family names to be sure there is no local or national celebrity with the names listed (e.g., the original list had Goldberg and O'Brien. Both of these names produced bias several years ago because Arthur Goldberg and Larry O'Brien were in the news). Also modify the family names to avoid any regional biases for the area in which you live. In one region a particular ethnic group might be significantly higher or lower in status than would be true on the national level.

After the results are presented on the board, discuss the stratification implications as laid out in the reference. For example, discussion may center around such topics as racial, ethnic, and religious stereotyping, prejudice and discrimination, identification of "life chances," how individuals use family names as a basis for evaluation, etc. Ask students why they ranked the names as they did. What other characteristics are implied by the names? The rank given?

I have extended the use by asking how many people in the class have English ancestry (usually highest ranked) and how many have Polish ancestry (usually lowest ranked). I then ask them how they ranked the English and Polish names. Inevitably they rank their own ethnic identity as the larger class does. This information provides an excellent referent for discussion on why they ranked as they did, how they learned it, how it makes them feel, how it affects their behavior, and the fairness of labeling an individual by an ascribed group identity.

POSSIBLE PITFALLS: Students sometimes feel they were forced to put the six names into six classes, when in reality that might not be so. I then point out that if there was no consistently perceived inequality, the number of votes for each name would be equally distributed across all six classes.

AS USED BY: Richard J. Gigliotti, Department of Sociology
University of Akron, Akron, Ohio
COURSE: Introduction to Sociology

TECHNIQUE 63

CONCEPT AREA: Stratification and Inequality

TEACHING OBJECTIVE: To provide students with a concrete illustration of the significance of income distribution in the U.S.

REFERENCES OR MATERIALS NEEDED: Current statistical data on income distribution in the U.S. I've used information provided in Fig 11.1 in Babbie's Society By Agreement (Wadsworth), p. 281, "The Distribution of 1974 Income Among Families in America." Source: U.S. Bureau of the Census, Current Population Reports Series P-60, No. 101, 1976, p. 37.

PROCEDURE: (1) Divide the class into five groups of approximately the same size. (If class is larger than 35, use subgroups within each of the five major groups.)

(2) Ask each group to quickly estimate the amount of money needed, per person, for a night on the town, that is, a dinner and a show or concert. As a group they should arrive at some consensus on the amount per person.

(3) Announce that the total amount of money to be available for a "hypothetical" night on the town for the entire class will be the per-person estimate times the number in the class. Example: Class estimates $15 per person, 40 class members, resources=$600.

(4) Announce that the total resources for the evening will be divided according to the current distribution of income in the U.S. Each 1/5 of the class membership will receive a portion equal to the proportion of income shared by members of one of the 1/5 segments of the U.S. population.

Data:	First 1/5 ... 41% of total	Fourth 1/5 ... 12% of total
	Second 1/5 ... 24% of total	Fifth 1/5 ... 5% of total
	Third 1/5 ... 18% of total	

(5) Now, the class must decide which group will get the first 1/5, the second 1/5, and so on to the last 1/5 segment. (Grades on last test? Draw straws? Criteria of achievement? Chance. . .)

(6) I then ask each group, with whatever 1/5 portion they received, to revise their plans for the night on the town with respect to their new resources. (Will it be the Hyatt-Regency or MacDonalds?)

This exercise helps students see the reality of great income variations and can be used to encourage students to explore the basis for such distributions. It also allows students to identify with some of the feelings which accompany relative privilege or relative deprivation--joy, self-consciousness, boasting, luck, resentment, resignation. In some cases it has prompted a more careful study of the differential life-styles and life-chances which accompany the different social class positions.

NOTE: As an extension, I have been tempted to get students to agree to pool money for lunch and then use the funds for a trip to the snack bar or other appropriate setting, dividing the resources according to the previous formula.

POSSIBLE PITFALLS: There may be some difficulty in getting students to decide which groups will get what resources. In this case, use random assignment or impose some arbitrary criteria.

AS USED BY: James W. Thompson, Department of Sociology
Tennessee Wesleyan College, Athens, Tennessee

COURSE: Introductory Sociology

TECHNIQUE 64

CONCEPT AREA: Stratification by Income (Also Subjective and Objective Status)

TEACHING OBJECTIVE: To show students where they stand and to show how people distort their perception of where they actually stand. Also to provide a background for discussion on how misperceptions originate.

PROCEDURE: At the beginning of my social stratification class, I ask students to report their parents' combined family income. I then ask them to guess which income decile they think this income falls into. The specific questions are listed in the attached handout.

Next, I compute the actual decile boundaries. In recent years, I have been unable to get deciles and so have had to use quintiles (from The Statistical Abstract). I do this by plotting the quintiles on graph paper and inferring the intervening decile figures (probably only correct to the nearest hundred). I then analyze how far off people's guesses are. Over the past ten years a very strong pattern has emerged. High income people tend to guess themselves much lower than they really are. People who are in the top 10%--or even top 5%--often guess themselves to be in the fourth or fifth decile. People who are in the lower end tend to guess upward. That is, everybody guesses themselves toward the center. Below are the computed boundaries for 1974 (this has to be recomputed each year because of inflation).

Top 5% of income distribution	$30,300
Top 10% of income distribution	$25,000
2nd decile	$18,400
3rd decile	$15,800
4th decile	$13,200
5th decile	$11,000
6th decile	$ 9,000
7th decile	$ 6,700
8th decile	$ 4,700
9th decile	$ 3,000
Bottom 10% of the income distribution	

The exercise concludes with a discussion on why we misperceive our income position. We go over things like: all Americans want to depict themselves as "middle class"; wealthy people live in segregated neighborhoods and never see lower income people; high income people take up more physical space and hence seem more numerous relative to poorer people; guilty social consciences incline many students to want to avoid seeing how relatively rich they are; and the media blanks out lower income people and hence makes them less visible.

AS USED BY: Inge Bell, Department of Sociology
Pitzer College, Claremont California

COURSE: Introductory Sociology

NOTE: A similar technique was received from Henry C. Finney, University of Vermont.

INCOME QUIZ

1. What is your parents' combined family income per year?_____

   If you are not sure, give your best estimate. If you have absolutely no idea, leave it blank.

2. On which decile of the national income distribution would you guess your parents' income falls? Even if you have no idea, make a guess.

top 10% of the income distribution	
2nd decile	
3rd decile	
4th decile	
5th decile	
6th decile	
7th decile	
8th decile	
9th decile	
bottom 10% of the income distribution	

MAKE A CHECK IN THE APPROPRIATE BOX

TECHNIQUE 65

CONCEPT AREA: Stratification: Class Biases in IQ Tests (Also Discrimination)

TEACHING OBJECTIVE: To illustrate graphically the racial and class biases of most IQ tests.

MATERIALS NEEDED: Copy of the attached "Loewen-Binet IQ Test."

PROCEDURE: First, introduce students to the general nature of IQ testing and the problem of cultural and class biases in these tests. The key point here is that certain types of questions can be more easily answered by persons of particular class-occupational-ethnic origins than others. Furthermore, there is no such thing as a culture-free IQ test. As a result, such sorting devices can be, and often are, used to maintain existing class differences, such as when culture-biased tests are used to track or otherwise sort students in education. After acquainting students with this problem, administer the attached IQ questions. Each of these is heavily biased toward certain social class backgrounds. To fully capture the testing atmosphere, ask students to record the time it takes them to complete the test in the space provided on the bottom of the handout. To simplify the timing, you may want to record the time elapsed on the blackboard in 10-second intervals, so students can easily record it as they finish. After students have had sufficient time to complete the test, provide them with the following answers and explanatory material:

Question 1 favors middle-class individuals whose travel or reading experience would help them know the meaning of thatch. The answer to this question is choice (A).

Question 2 favors males of working-class background. Most college students will get this question wrong. A mitre and spline joint is one in which there is a thin wood or metal crosspiece, called the spline, which serves to strengthen or reinforce the joint. The answer to this question is therefore straw and mud (B) for this is what straw does to mud brick.

Question 3 requires knowing that sake is a Japanses rice wine and that sword-play was important in Japanese culture. It also requires knowledge that opera was important in Italian culture as well as knowing that Chianti is an Italian wine. All this presumes that the individual has watched Japanese movies, heard an Italian opera or tow, and at least heard of these two foreign wines. All of this information is much more likely to be found among persons raised in higher status circles. The answer to this question is choice (C)

Question 4 involves lower-class, black street talk where LD is a car and fox is a girlfriend. On the basis of these definitions, choice (D) is the only one that makes any sense.

The last question is again slanted toward the upper-class person. To answer the question, it helps to know that Eames was a famous designer who followed the Bauhaus tradition of making innovative, but useful, furniture. The type of chair referred to here is a large, heavy lounge chair which would be quite incongruous in the dining room. A light, highly decorated English Chippendale, on the other hand, would go equally well in a living or dining room. There is one ambiguity in this question in that Eames also designed a number of smaller, lighter, more modular chairs, some of which would be appropriate in a dining room. However, students would have to be rather familiar with high culture to raise this problem; if they know too much they miss it. The answer to question 5 is (A).

In using this procedure, I have found it useful to relate the test to some of those commonly in use, such as the Miller Analogies Test which discriminates against lower class and nonwhite individuals.

AS USED BY: James Loewen and Henry C. Finney, Department of Sociology
University of Vermont, Burlington, Vermont

COURSE: Introductory Sociology, Race Relations

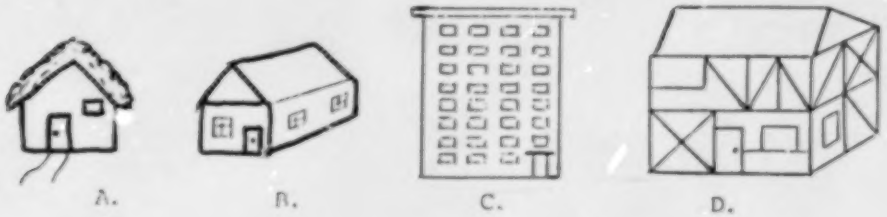
THE LOEWEN-BINET HIGH-IQ TEST

Directions: Answer every question. Do your best in the time allotted, for your entire future is at stake. Circle the letter corresponding to the single best answer to the question.

1. Nonverbal Picture Test

Hans and Bertha live in a thatched hut high in the Swiss Alps. There Hans herds her goats while Bertha goads his hurts. One day, after the sun came up . . .

Circle where Hans and Bertha live:



A. B. C. D.

2-3. Analogies Test

2. Spline is to mitre as _____ is to _____.

a. love. . .marriage
b. straw. . .mud
c. key. . .lock
d. bond. . .bail
e. bond. . .paper

3. _____ is to sake as opera is to _____.

a. Pete's. . .many
b. hit. . .run
c. swordplay. . .Chianti
d. attend. . .forego
e. her. . .star

4-5. Verbal Aptitude and Reasoning Test.

Circle the letter which indicates the best answer.

4. Saturday Ajax got an LD.

a. He had smoked too much grass
b. He tripped out on drugs
c. He brought her to his apartment
d. He showed it off to his fox
e. He became "wised up" (less dense)

5. Which of these situations is least congruous?

a. an Eames in the dining room
b. a Chippendale in the dining room
c. an Eames in the living room
d. a Chippendale in the living room
e. all of the above

Score	Est. IQ
0	60
1	70
2	75
3	90
4	105
5	130+

Correct_____ Estimated IQ:_____ Est. Time_____

TECHNIQUE 66

CONCEPT AREA: Stratification Measurement

TEACHING OBJECTIVE: To demonstrate the subjective, objective and reputational approaches to measuring stratification and to compare the assets and liabilities of each approach. Also to illustrate the use of judges or raters.

REFERENCES NEEDED: Leonard Broom and Phillip Selznick, Sociology, Chapter 6 (any edition); or any textbook that deals with these approaches--to be read before the demonstration.

PROCEDURE: I begin by asking members of the class to record their height on a sheet of paper. Next I ask them to classify themselves as short, medium, or tall and to write the answer on the paper. Depending on the size of the class, I then ask them to line up against the wall according to their height. If the class is large, some can remain seated. It is desirable to have at least 20 participants.

As the students are lining up, I pick three judges. I have found it desirable to pick judges of both sexes, according to my own perceptions of who is short, who is medium, and who is tall. The judges are sent out of the room as the students are lining up. They are then called back one at a time and asked to divide the group into "shorts," "mediums," and "talls" by designating the person who ends a category. A recording secretary is asked to tally the number of persons in each category. After the three judges are finished, everyone returns to their seats.

The results of the three ratings are put on the blackboard. The class is then asked if their own self-ratings written earlier are different from those of the judges. The self-ratings are tallied and put on the blackboard. A discussion usually ensures on why there are differences in the results. At this point the discussion is linked up to the subjective and reputational approaches. After sufficient discussion, the class is then asked if they can now stratify individuals as short, medium, and tall using the objective approach. This usually proves more difficult but the method eventually emerges.

APPLICATIONS: This exercise can also be used to illustrate other concepts, such as differences in cultural definitions of height as they apply to men and women. This works well since a major discrepancy between the subjective and reputational approaches is usually related to women rating themselves differently than do male judges. The demonstration also shows how the perceptions of judges can be influenced by their "standing" in the group.

Finally, the concepts of scale construction and cutoff points can be introduced depending on whether the class is an introductory one or an advanced one. Thus, the demonstration can be used in introductory, stratification, or research methods courses.

POSSIBLE PITFALLS: The "play" aspect of the demonstration shouldn't be allowed to obscure the "serious" purpose behind the demonstration. It is useful to save enough time at the end of class to re-emphasize the highlights of the three approaches as described in the textbook.

AS USED BY: Walter J. Friedman, Department of Sociology
University of Wisconsin Center, Manitowoc, Wisconsin

COURSES: Introductory Sociology, Social Institutions, Social Stratification

TECHNIQUE 67

CONCEPT AREA: Stratification: Poverty and Wealth

TEACHING OBJECTIVE: To demonstrate in a graphic manner the myriad of differences between social strata.

MATERIALS NEEDED: (1) The films, The Tenement and Sixteen in Webster Groves, both produced by CBS News. These films are available from Mass Media Associates in St. Louis or Baltimore. (2) Two projectors. (3) Stopwatch.

REFERENCES: I first saw this done by Fr. Nicholas Spagnollo of Waltham, Massachusetts, as part of a religious service, but it adapts well to the classroom.

PROCEDURE: The procedure is quite simple in presentation. Just show the two films side by side and switch back and forth between the sound at appropriate points. The resulting contrasts are remarkable. Sixteen is a documentary based on a NORC study of high-school students (and their parents) in Webster Groves, Missouri. Tenement looks at the lives of five black families in a Chicago tenement. I think any teacher previewing the films several times can easily develop a routine that can be effective. Going through them separately and then together a few times enables one to prepare a guide for presentation.

Both films were made in the mid-sixties and most prints have suffered some damage, so preview them carefully. Sixteen in Webster Groves is longer than The Tenement, so I generally time both and begin Sixteen at the point which will allow both to finish at approximately the same time.

POSSIBLE PITFALLS: It may produce some anxiety in the instructor, since a lapse in concentration or an unintended punch of the stopwatch can upset a preplanned schedule (I did this once, however, and it still worked out just fine). I have had students say this was one of the best classes of the year.

AS USED BY: William C. Martin, Department of Sociology
Rice University, Houston, Texas

COURSES: Introductory Sociology or Social Stratification

TECHNIQUE 68

CONCEPT AREA: Student Excuses and How to Handle Them

STUDENT FORM FOR EXPLAINING PROBLEMS IN CLASSROOM PERFORMANCE

Dear Professor_____:

( ) I did poorly on the recent:
( ) I missed the recent: ( ) test ( ) paper ( ) homework ( ) other

because:

I. Physical and/or Mental Distress:

I was suffering from: ( ) a cold ( ) gonorrhea ( ) ulcers
( ) palsy ( ) snake bite ( ) hemorrhoids
( ) lumbago ( ) hangover
( ) menstruitis ( ) screaming children
( ) other:_____

and was unable to: ( ) write ( ) walk ( ) Other
( ) think ( ) attend class _____

I ( ) do ( ) do not expect a relapse before the next
( ) test ( ) paper ( ) other _____

is scheduled. I ( ) will ( ) will not require advanced notice.

II. Mechanical Failure:

My: ( ) car ( ) clock ( ) electricity ( ) willpower ( ) other
was out of order during the: ( ) week ( ) day ( ) night ( ) hour
immediately before, and I could not prepare, through no fault of my own.

III. Planning Error, Prior Commitment, etc.:

I had to go to the: ( ) doctor ( ) john ( ) other_____
( ) shrink ( ) out-of-town
( ) beach ( ) Commander's call

VI. General Misfortune:

( ) I didn't understand the assignment
( ) I didn't understand the material
( ) I didn't know enough to understand the assignment
( ) I didn't understand my class notes
( ) I didn't understand what my friend was whispering
( ) NONE OF THE ABOVE: You're not going to believe this, but: (complete in 25 words or less)_____
_____
( ) I screwed off, and my grade is what I deserve.

(signed)_____(student)

AS USED BY: Jeanne O'Kon, Social Sciences
Tallahassee Community College
Tallahassee, Florida

Marie Osmond, Sociology
Florida State University
Tallahassee, Florida

This is a modified version of a form developed by Marie Osmond, Florida State University. The original source is unknown.

TECHNIQUE 69

CONCEPT AREA: Subcultures and Language (Also Social Class)

TEACHING OBJECTIVE: To demonstrate that socialization and education obtained in a subculture often make one appear to be ignorant and inferior when judged by formal, majority cultural standards such as found in American school systems. Also, to explain that the once-popular expression, "cultural deprivation," is basically unsuitable because it is usually value-laden with the view that if people are unfamiliar with the majority culture they are deprived of the "desirable or best" culture and must be helped to obtain it.

MATERIALS NEEDED: Attached handout which includes a story written in "ghetto" jargon and a definition sheet.

PROCEDURE: This procedure is used after class discussions about lower socioeconomic status and minority group scores on standardized achievement tests, the development of negative or "failure" self-concepts of students and the reinforcement of same by teachers, and any other pertinent materials such as the Coleman studies. Following these discussions, I hand out a two or three paragraph anecdote written in lower class "ghetto" jargon. Students are then asked to rewrite the "story" in their own words.

This reversal of the situation gives students a "feel" of the handicap imposed on minority group youth when expected to succeed in the formal educational system. Later a jargon definition sheet is given to each student for their interpretation of the original handout.

POSSIBLE PITFALLS: No real problems. Some occasionally maintain that ghetto Blacks "don't talk that way." Therefore, to reinforce the credibility of the exercise, the jargon must be constantly updated. I also explain that the language used is not based on personal opinion but gleaned from materials by researchers such as Lee Rainwater and Gordon Morgan. One might also suggest the likelihood of differences from ghetto to ghetto, city to city, and region to region. By using such "explanations," I have found the technique to be very successful in getting across the basic points mentioned above.

AS USED BY: Ralph O. David, Department of Social Sciences
Pittsburg State University, Pittsburg, Kansas

COURSE: Minority Groups or General Sociology

STORY

I wuz makin' the scene on the main drag of Shytown in my Road Hog, you know, when the fuzz pulls me over jus' like they'd set up a bust to put me to cribbin' back of the bars. Jus' cuz I wuz togged out and conked to the bone don't mean I'm rippin' off or hustlin' bread. Jus' shows the Man is so lame that doin' dead time makes him think the cool people is always giggin' it up with pluck or gettin' fixed to go dukin' with some other set.

That pig starts soundin' me bout what I wuz doin' and I wuz bout to start jonin' the Mother when I sees that fire on his hip and I think--Man, you betta start shuckin' it even if you gotta cop a plea. Anyhow, I sez to him, "What you want, Man? I wuz jus' jivin' round, hangin' loose. I ain't fixin' to con no cat round here. I'm straight." Well, the fuzz wuz ready to shake me down, you know, or else he was frontin' when these dudes in a hot chine went screamin' by an I start rappin' with the man bout how I know they's pushin' grass. He split then, you know, and I later bout busted a gut thinkin' bout how I whupped the game.

Might be that showed what my bag is but I gotta save my rep or start losin' that little fox. I ain't gonna go slavin' an tommin' when she's movin' toward Mother's day on the county. Course, ifn Miss Fine goes half-steppin' with me I'll make the scene with some other broad ifn she ain't too skunky.

DEFINITIONS

Jivin'--goofing, playing
Hangin' loose--uninvolved
Con--run a game on someone
Straight--going according to law, got money, etc.
Frontin'--putting up a front, giving the appearance of something
Chine--machine, car
Rappin'--making conversation, repartee
Grass--pot, marijuana
Split--left, went somewhere
Busted a gut--hearty laughter
Whupped the game--had won
Bag--philosophy
Rep--reputation
Fox--girl
Slavin'--working on a legitimate job
Tommin'--working for a white man, thus acting according to the white man's expectation
Mother's Day--when the welfare checks come in to women with children
On the county--on welfare, ADC, etc.
Miss Fine--one's girl (implies a sharp one)
Half-steppin'--insincere, steps out on
Skunky--bad, ugly, undesirable

TECHNIQUE 70

CONCEPT AREA: Theoretical Assumptions

TEACHING OBJECTIVE: To help establish the link between theories and the sets of "unprovable underlying assumptions" upon which they rest, and to help students recognize the difference between "theory" and "truth" and/or "fact."

PROCEDURE: Early in the theory course, usually within the first day or so, I ask the students the following question: "Is war inevitable?" I have found that they tend to discuss this topic quite freely, and if permitted, sometimes rather vociferously (I have yet to have a group come to any agreement on an answer).

As soon as the lack of agreement becomes apparent, I pose a second question as follows: "Well, let me ask you this question instead: 'Are human beings by basic nature good, loving, and kind, or are they selfish, competitive and cruel?'" This touches on religious convictions, and again the class will not agree. Often a few aggressive thinkers in the group will assert that "What you say is only your opinion!" and "There is no way to prove it either way."

At this point I begin to tie the two questions together. I say, "If we assume that people are by nature good, loving, and kind, what can we say about whether war is inevitable? And if we assume that by nature people are selfish, competitive, and cruel, what can we say about whether war is inevitable?" While they are thinking about the implications of what each underlying assumption has for the question of war, I add a repitition of my original question: "Now: is war inevitable?" They will generally say, "It depends. . ."

For me this has been a successful way of getting students to see that there is a connection between our underlying assumptions (which may or may not be conscious) and the way we think about EXPLANATIONS of human behaviors. The question of the inevitability of war is not, of course, "sociological theory," but the analogy is one of interest to college students. It is easy to switch to the use of examples from sociological theory, such as the assumptions which underlie the "explanations" of social stratification by functionalists vs. conflict theorists.

POSSIBLE PITFALLS: The instructor should have a good grasp of the topic before trying to lead a discussion. I fumbled badly the first time or two.

AS USED BY: Davida P. Gates, Department of Sociology
Virginia Commonwealth University, Richmond, Virginia

COURSE: Sociological Theory

TECHNIQUE 71

CONCEPT AREA: Theoretical Perspectives of Sociology Applied to Professions and Professionalization (Also Functionalism, Conflict Theory, Power)

TEACHING OBJECTIVE: To enable students to apply different theoretical conceptions of a profession to analysis of specific events or activities of various occupational groups.

REFERENCES OR MATERIALS NEEDED: Instructors may choose to use different discussions of the concept of profession, but I have used the following:

(1) Structural Functional Model--Ernest Greenwood's "Attributes of a Profession" in Vollmer and Mills, Professionalization (Englewood Cliffs, N.J.: Prentice-Hall, 1966).
(2) Conflict or Process Model--Bucher and Strauss, "Professions in Process" in Vollmer and Mills.
(3) Power Model--Carol Kronus, "The Evolution of Occupational Power..." Sociology of Work and Occupations, Vol. 3, No. 1 (February, 1976).

In addition, the instructor should obtain some news clippings describing various events related to specific occupations. For example, I have used articles such as the following: (1) The experiment by a psychologist in which schizophrenia was faked by several persons, and they were admitted to mental hospitals; (2) the development of clinical pharmacy; (3) the impact of computers on the legal profession, and (4) a dispute between a criminal justice department and a police department regarding the appropriate content of the criminal justice curriculum.

PROCEDURE: First present summaries of each of the above three models or conceptualizations of professions. (This could be covered in a previous session as well as having the students read the material beforehand.) Since each of these models can be summarized in terms of a list of 4-6 main points, characteristics, questions, or points of conflict, these major points should be listed on the board under each of the appropriate headings:

Structural-Functional Model (below are Greenwood's list of attributes of a profession):

(1) Systematic Body of Theory
(2) Professional Authority
(3) Sanction of the Community
(4) Regulative Code of Ethics
(5) The Professional Culture

Conflict or Process Model (Bucher and Strauss discuss the following as areas of potential conflict within a profession. Their example is the medical profession)

(1) Sense of Mission
(2) Work Activities
(3) Methodology and Techniques
(4) Clients
(5) Colleagueship
(6) Interests and Associations

Power Model (Kronus uses the following four questions for examining the power base of a profession. Emphasis added)

(1) What are the important resources that occupational groups employ in task boundary maintenance?

(2) What is the relative value of those resources, and how are they distributed across interacting systems?
(3) Is there a pattern in the process of using these resources to fix and protect task boundaries?
(4) What is the balance between directed use of those resources versus uncontrolled market factors in the process?

Next have the class number off from 1 to 5 to determine their group assignments. Then have the various groups assemble chairs at various points around the room. Give each group's members copies of the same newspaper clipping. Then ask the groups to read and analyze their newspaper clipping in terms of the alternative models for examining professions. For example, how does the structural-functional model and the process of professionalization help explain some of the things that various occupations are doing such as lengthening their training, changing their names, or developing a code of ethics. Likewise, how does the process or conflict model assist one in identifying the process of segmentation within an occupation. Finally, what resources does a particular occupation or profession control that can form its power base?

After the groups have had about 20 minutes to discuss the articles, regroup the class for general reporting and discussion. Have one person summarize the group's article and analysis for the rest of the class. Then explore additional interpretations of the article in terms of the three conceptions.

POSSIBLE PITFALLS: The size of the class and the classroom will affect the success of this technique. It will probably work best in a class of about 30 students in a fairly large room with movable chairs. Sometimes students also have some difficulty in making the transition from concepts to the disucssion of articles. However, being able to help the students make this transition is the whole point of the exercise.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSE: Occupational Sociology

TECHNIQUE 72

CONCEPT AREA: Theory, Propositions, Variables

TEACHING OBJECTIVE: To illustrate what is meant by theory. Most students are willing to learn the definition of theory and the propositions constituting various theoretic orientations. Many, however, fail to see the importance of utilizing a theoretical framework to inform their sociological thinking, comments and writing. This technique is intended to demonstrate the value of theory in constraining, organizing, and directing thinking and behavior for the purpose of accurately predicting outcomes.

PROCEDURE: First, I define theory as a "set of logically interrelated propositions from which empirical uniformities can be deduced." Then I explain that theory is used to organize, understand, predict, and control selected aspects of the real world. I also point out that different theories may focus on different aspects of the world to predict the same outcome. Second, I indicate that a recipe is a theory. The ingredients are the variables; the instructions for combining them are the propositions which link the variables in a logical order; the food product of the recipe is the empirical uniformity which the theory predicts. Some theories of food focus on variables which predict dessert; others focus on variables which predict an appetizer, or a snack. These are examples of different theories utilizing different selected aspects of reality to predict the same outcome--hunger appeasement. Third, I explain the taco theory for controlling hunger.

A student who is hungry goes to a market to buy some food to prepare. The student utilizes a food theory to organize aspects of the environment relevant to her/his purpose. Accordingly, she/he eliminates household products, stationery, flowers, and cosmetics from consideration. She/he wants a meal, not a snack, and wants dinner, not breakfast, concentrating on such variables as meat, vegetables, fruit, bread, desserts. The student passes a display of taco shells, which sensitizes her/him to tacos as a means of controlling hunger. Thinking then becomes organized by the taco theory which stresses the variables of taco shells, meat, cheese, tomatoes, lettuce, seasonings, and salsa.

Properly applied, the theory will predict a delicious taco. Cheddar cheese rather than American, and hot salsa rather than mild salsa are used because these variables assure more accurate prediction; however, some hunger appeasement researchers may specify sharp cheddar. The variables are logically interrelated. The meat is crumbled and placed in the taco shell. The cheese and lettuce must be shredded. The other ingredients are added in a particular order. Crumbling the shell and adding it to the meat will impair the theory's predictive power. Also, directionality is implied: the greater the taco seasoning, the hotter the taco; the more tacos eaten, the better the hunger is appeased (there may be a critical value here!).

POSSIBLE PITFALLS: Tacos are a popular dish in Southern California. Most students of all ages can relate to them. It may be necessary to use another recipe in a different region (San Francisco--sourdough bread? Boston--clam chowder?).

AS USED BY: Rosalie Gilford, Department of Sociology
California State University, Fullerton, California

COURSE: Sociology of Aging and other courses when introducing a section on theory.

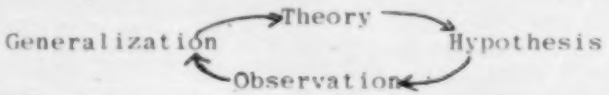
TECHNIQUE 73

CONCEPT AREA: Theory Development, Theory and Research

TEACHING OBJECTIVE: To provide a concrete and understandable example of the process of theory development.

REFERENCES: The model I use in this example is taken from Walter Wallace, The Logic of Science in Sociology (1971).

PROCEDURE: I draw the Wallace model on the board as follows:



I tell students that when working in a veterinary hospital I observed that smaller dogs seemed to be more aggressive than the larger dogs toward the attendants. For example, when giving a bath to a toothless Pekingese, it nearly gummed me to death. Students are told that my observation was a statistical generalization, which means that some small dogs were very friendly and some large dogs were mean. However, a larger percentage of the small dogs were aggressive. We then discuss possible explanations of this observation. Usually students say the small dogs were probably in more danger of being hurt by large dogs; for example, imagine a chihuahua greeting a great dane.

I go on to tell that a friend of mind was taking a psychology course which involved rats. He said the same thing seemed to be true among rats. Then I tell them another friend who worked on an alligator farm in Florida noticed the same pattern of aggressiveness in alligators (the last two examples are fictional).

The discussion is then focused on how we could merge these observations. I ask what statement would describe all three observations at once. Eventually, the class settles upon a statement like: "Small adult critters are more likely to be aggressive than large adult critters toward strange humans." This is an example of an intellectual abstraction or theory which we have induced. The explanation that small critters are more threatened by their peers than large critters is also a part of the theory.

I next ask: "If I were planning a trip to Australia and was interested in testing my 'critter theory,' what sort of proposition might be deduced from my theory?" With the class I develop the proposition (or hypothesis) that "small adult kangaroos will tend to be more aggressive than large adult kangaroos toward strange adult humans." Then we discuss what this means in terms of the model and how it differs from a generalization. I tell them the same words can be either a generalization or a hypothesis depending on whether observations have been made. Next we discuss how to test the theory. For example, it is necessary to classify kangaroos as large or small and aggressive or nonaggressive.

I tell them that when I tested the hypothesis among kangaroos, I found that larger kangaroos tended to be more aggressive than the smaller kangaroos. After a long period of study I discovered why this was true. The mother kangaroo carries her baby in her pouch. We then discuss whether the students think a mother kangaroo might feel negative about a large baby she has to jam into the pouch (I pretend to be a kangaroo trying to jam my baby in the pouch). This example illustrates how theories might be modified in the process of doing research.

APPLICATION: One can talk about whether this theory has any relevance for human behavior. Would one predict, for example, that smaller males in an environment where physical prowess is important be more likely to behave aggressively than

large males? On the other hand, would a physically nonthreatening environment be likely to produce any differences in aggressive tendencies? More elaborate versions of this technique can be used in research methods or theory courses.

AS USED BY: John Hoerner, Department of Sociology
Indiana University, Indianapolis, Indiana

COURSE: Introduction to Sociology

TECHNIQUE 74

CONCEPT AREA: Urban Culture

TEACHING OBJECTIVE: To increase the students' awareness of the urban environment and its cultural history as indicated by its artifacts.

REFERENCES OR MATERIALS NEEDED: See attached background reading and walking tour instructions. This is an abbreviated version of a larger module entitled "Perceiving The City Through Its Artifacts."

PROCEDURE: In our urban culture there are myriad artifacts which can tell us a great deal about the culture and the lives of the people. In this exercise students take a self-guided walking tour of the city along a carefully prescribed path as they look for answers to questions concerning its artifacts at various points along the way. A careful reading and analysis of two articles is required prior to the tour (see attached materials). The first article shows how the archaeologist uses artifacts to describe and to understand past cultures. The second article expands the notion of artifacts to include color, texture, order, rhythm, and movement as part of the rich character of the city.

The tour packet provided for students includes an introduction with a list of things students should be able to do as a result of the tour, a map with directions, a list of specific questions to be answered at key points along the way, and a self-test as a conclusion to the exercise.

POSSIBLE PITFALLS: Students may get off the prescribed path if the instructions are not carefully worded. The map is essential.

AS USED BY: Ron McAllister, Department of Sociology and Anthropology
Northeastern University, Boston, Massachusetts

COURSE: Urban Sociology

NOTE: A similar technique was received from Richard Sundeen, University of Southern California. Ronald McAllister was formerly at the University of California, Riverside.

BACKGROUND READING FOR WALKING TOUR

In our urban culture there are myriad artifacts. We ignore most of them. Many of them could tell us a great deal about our culture and the lives of people if we would take the time to look for them and at them carefully. The archaeologist must do this. It is the only way he/she can hope to understand long dead cultures. We can become "archaeologists" of our own contemporary culture as well. We can look at the artifacts of our contemporary culture and deduce information and make inferences about that culture from them.

Here are just some examples of what we mean:

1. The number of unlocked automobiles in a shopping center parking lot or along a street can tell us something about trust and about urban crime.
2. The amount and kind of litter on the street can tell us something about how that street may be used and also how often it is cleaned.
3. The design, construction, and state of repair of a building can tell us something about who built it and who lives or works in it.
4. Graffiti not only tells us about the people who wrote it, it may also serve as a "scent marker" defining the boundaries of someone's turf.

As you can see, the possibilities are not only fascinating, they are also limitless. In this exercise you will have the opportunity to learn more about artifacts and their value. You will learn how to begin to use them to increase your understanding of the city. You will also have the opportunity to get out into the city for some "archaeology" of your own.

The first brief article you are asked to read entitled "Artifacts and City Sense" by Janis Binam, Thom Sylvester and Rick Paulson, Unpublished manuscript, 1976 (available upon request), introduces the method of the archaeologist and the concept of an artifact. It shows how the archaeologist uses artifacts to describe and to understand past cultures. Contemporary urban cultures are full of artifacts that can be usefully examined, and a number of these artifacts are identified.

The second article, "Introduction: The Joy of Seeing" by Fran Hosken, The Language of Cities (New York: MacMillan, 1968), pp. 19-27, expands some of the concepts just discussed. It also explores some new dimensions. Hosken agrees that the physical environment and its artifacts can tell us much about our culture and our lives. But this is only part of the reason for becoming more aware and more perceptive. With perception and awareness also comes a new sense of joy and enjoyment that is partly based on understanding and partly based on the beauty of the city that we tend to ignore. For these reasons, color, texture, order, rhythm, and movement become as important as physical artifacts in truly "experiencing" the city.

INSTRUCTIONS FOR WALKING TOUR

> Two students should take this walking tour together. Both of you should read the instructions at the same time, consult each other in trying to answer each question, and then compare your perceptions with those of the author.

We would like you now to increase your awareness of and sensitivity to the city by applying what you have learned in the real world. This exercise is designed to help you really "experience" the city. For many of you it will be the first time. Others of you will be able to "experience" the city in new and hopefully more meaningful ways--ways which will lead to new understandings.

In the exercise that follows--a walking tour through the heart of the city--we will ask you to actively use all of your senses. We will ask you to get out and "see" rather than look, to smell and hear and touch the city and its myriad

artifacts, perhaps even to "lick a brick." In the process, we will ask you to think about the new information gained from your increased awareness and sensitivity and about what it means to you.

We hope you will find the walking tour a fun and exciting way to stimulate your senses and your understanding of the urban environment in which you live.

By the end of this walking tour you should be able to:

describe aspects of the city which you are now aware of that you had previously screened out.

explain what the differences might have been if you had taken the tour at a different time.

describe any reactions felt in response to the tour.

willingly suggest ways to improve the tour.

As you walk the tour you will be asked to answer a number of questions which are on the following pages. Sometimes the questions will require specific answers. At other times they will ask for your opinions and impressions. A variety of answers will be possible, and yours may well vary from those of others who are taking the tour.

To increase your awareness, find a partner to walk with you. Some questions require a partner with whom you can compare your answers, but even if they do not, you may become more aware of urban artifacts when you can share your observations and learn from each other. Two observers are always better than one.

Exit the bus on Market Street and walk past Winchell's Donuts toward the corner of Seventh and Market to begin the tour. (Bentley's Piano is on the corner.) At this point you can see the Mission Inn directly in front of you.

SAMPLE QUESTIONS AND ANSWERS:

1. Sidewalks provide information about our cities that we usually do not notice under our feet. On Seventh Street between Market and Main streets, what do you find in the sidewalks that conveys information about things underground or provides clues to activity?

Sample Answers: a. utility covers b. underground elevator c. dated and signed sidewalks

2. Even before we can read, we learn to follow directions and obey rules on the street: red means stop, lines tell us where we can cross streets, yellow triangles indicate bus stops, and a picture tells us where we can buy a coke. Suppose you still could not read. What sources of unwritten communication do you see on the street that would tell you what public and private services are available and what rules to obey:

Sample Answers: a. barber pole b. key on pawn shop--indicating keys made here
c. lines separating lanes in the street
d. standardized shapes of street signs e. painted lines for parked cars
f. various colors along the curb to indicate proper auto use

5. Now after examining the alley you are ready to proceed toward the Mission Inn. The building on Seventh Street that houses the Golden State Theater and Diamond Lil's is the Loring Building. Look at it from all four sides; the alley, from the front on 7th Street, from the side facing Main Street, and from behind the grapestake fence on Main Street. What markings do you see that tell you about previous uses of the building?

Sample Answers:
a. copper shield near entrance to Diamond Lil's of bulls and sheep stating this place used to be the Somerset House Restaurant.
b. wooden facade on Diamond Lil's
c. behind grapestake fence you can see outline of prior building and its rooms and staircase and on this wall a marking indicates this building was "The Home of the Famous Lloyd Kiddies."
d. rooms and Oyster House sign
e. signs indicating law firm and volunteer services
f. sign indicating Jonmar's Bakery used to be located there

10. Walk across the Mall into the Mission Inn Rotunda between The Snow Goose and The Freckled Frog. Walk down the stairs to the bottom and sit quietly listening for a couple of minutes. Without comparing notes with your partner, write down every sound you hear.

Sample Answers:
a. trickle of water in fountain
b. vibration from air conditioning unit
c. sound of the elevator
d. creak of doors opening
e. sounds of tourists
f. chirping of birds nesting above
g sounds of aircraft

20. At the end of the alley, turn right and walk to the end at Ninth Street. What things do you find in an alley that you do not find in front of buildings? What can these things tell you about activities inside the buildings or about uses of the alley?

Sample Answers:
a. trash cans
b. pipes

22. Walk from the City Hall down Ninth Street toward White Park on Market Street. Look for and list artifacts that have been made particularly for vehicles. You might want to take into consideration such things as written and unwritten rules and guides, alloted space.

Sample Answers:
a. parking lots and buildings
b. lines dividing the space for parking
c. signs--hours of parking, who can park and for how long
c. the street itself

SELF-TEST

1. As you took the tour, what had you been screening out that you are more aware of now? How had the screening out altered your impressions of the city?

2. Remember that your walk has taken place over a short period of time. Which things might have been different (or seemed different) if you had taken the tour at a different time of the day or year?

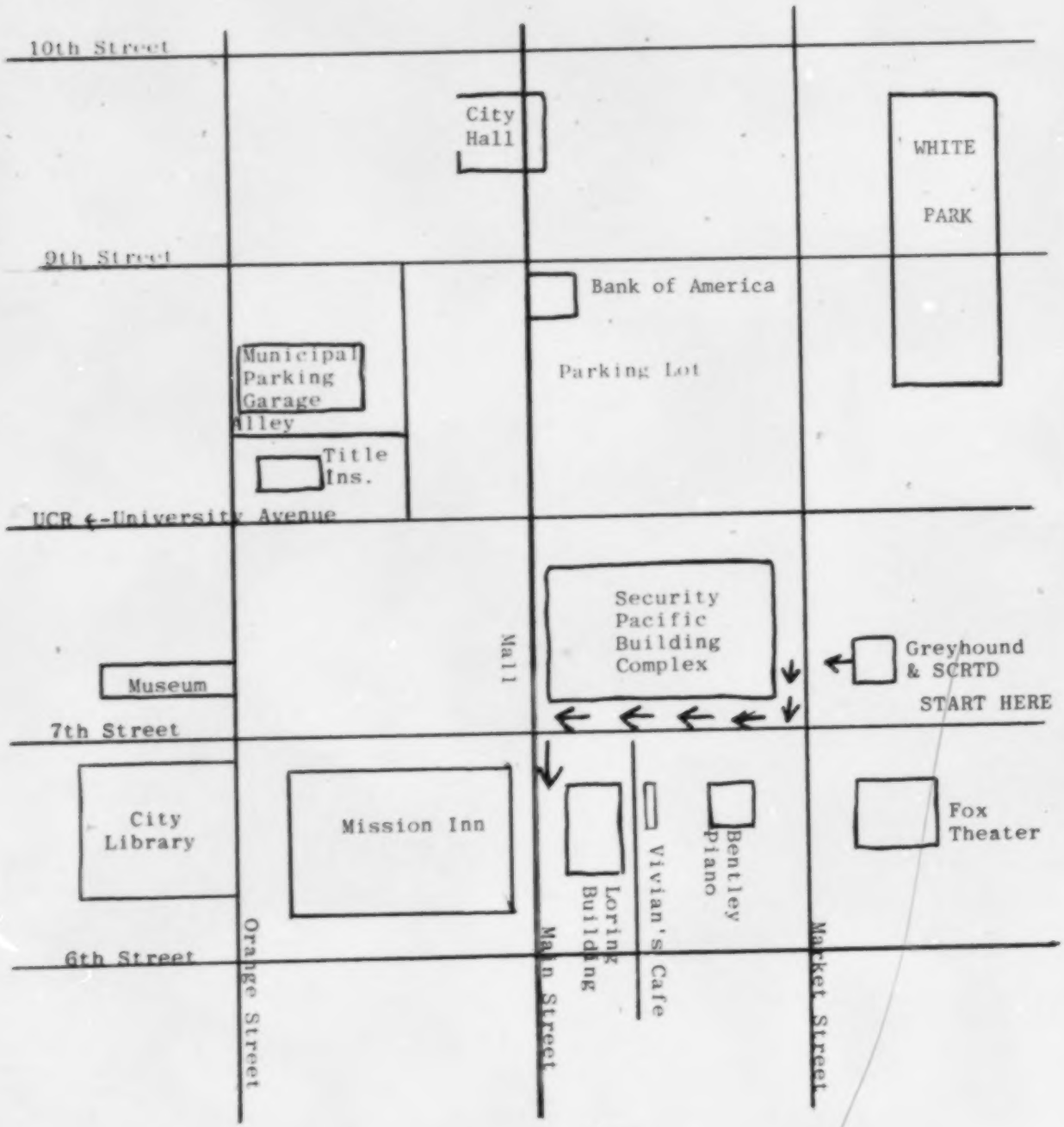
3. Think of five or ten examples of urban artifacts you remember seeing on your tour. List them below.

1.	4.	7.
2.	5.	8.
3.	6.	9.

4. In order to improve on deficiencies in this walking tour exercise, we would like to have your evaluation. You might comment on such things as clarity of the directions and questions, problems encountered, relevance to the module's reading assignments, and/or suggestions for things that could be added. Write your comments on the back of this sheet.

DIRECTIONS:

The starting point for the walking tour is located about two miles from campus at the Greyhound, SCRTD, bus station on Market and 7th Streets in downtown Riverside. You can reach the starting point by taking the campus bus in front of the Administration Building and disembarking at the corner of University and Market Streets (bus station visible at this point) or by driving down University Avenue to Market Street. If you take the bus, you can get a schedule at the University Commons or by calling the UCR police.



TECHNIQUE 75

CONCEPT AREA: Urban Ecological Areas

TEACHING OBJECTIVE: To enable students to experience and observe various zones of a city and to compare them with traditional ecological models and ideal types.

MATERIALS NEEDED: (1) Chapter on ecological models of cities, (2) Students must have access to cars, (3) A long street that runs through diverse areas of a city.

PROCEDURE: Students are told to drive the entire length of Figueroa Street in Los Angeles (which cuts across Los Angeles from Pasadena to San Pedro and includes a variety of land uses and socioeconomic levels). They are instructed to make detailed notes of their observations regarding changes in land use, topography, people, quality of buildings, environmental hazards, institutions, and organizations. Also, they are asked to note the coincidence of phenomena as they appear to exist within particular areas, such as a high percentage of liquor stores, churches, and environmental hazards.

The following day, class members report their findings and I plot them on a rough map of the street, thereby making it possible to see several distinctive zones or areas that exist.

AS USED BY: Richard A. Sundeen, School of Public Administration
University of Southern California, Los Angeles, California

COURSE: Introduction to Urban Studies

TECHNIQUE 76

CONCEPT AREA: Urban Zones of Transition, Concentric Zones Theory of Urban Development (Also Human Ecology, Urbanization, Cities, Ethnic Groups, Stratification, Poverty, Aging)

TEACHING OBJECTIVE: To provide students, through specific experiental learning "field" exercises, with an opportunity to study a zone in transition and to test the validity of the concentric model of urban ecology.

MATERIALS NEEDED: (1) Traditional lecture/discussion on the concentric zone model of economic growth and the attendant ecological patterns in a city.

(2) Four specifically focused field exercises involving a combination of participant observation, oral history, and interview methodologies (see attached sheets. The Los Angeles map which accompanies these sheets has been deleted).

(3) A geographically identified area fitting the description of a present-day zone of transition (Zones II and III).

PROCEDURE: One class session is devoted to a lecture/discussion of how a city develops via the theory of concentric zones. The content focuses on the various zones as they were originally hypothesized and an application and modification of the model to analyze the current state of a city's zones. Emphasis is placed on current problems produced by such factors as historical changes in technology and the outward migration of affluents (e.g., criminal victimization in the inner city rings and segregated and financially bankrupt cities).

Students are then divided into small groups of 2-4 and given the attached field exercise assignments. A block of class time or other time is arranged for them to complete these exercises. Generally, they require a minimum of two hours and an optimum of four hours.

Students are sent into a zone of transition in the city which has been identified on a city map. Each group has a set of specific objectives. For example, two groups are asked to interview senior citizens to obtain historical perspectives on changing migration and population within the zone. They are also asked to obtain information on the changing economic environmint over time and to watch for evidence of changing patterns of criminal victimization. Another set of small groups are given the task of obtaining information about deteriorating housing stock and changing economic conditions in a residential area by posing as couples or roommates looking for an apartment. Two other groups explore the ethnic diversity and transition that characterize this zone. Other groups are given the task of identifying the exact boundaries or apparent boundaries of the zone and distinguishing it from the surrounding, more affluent areas.

The number of groups depends upon the size of the class. Group size, however, should remain small. A followup class session is then devoted to sharing experiences and findings and to a discussion of the conceptual model as either validated or invalidated by their experiences.

POSSIBLE PITFALLS: The major difficulty lies with the students' resourcefulness and courage in finding themselves in what may be an unfamiliar neighborhood. A second difficulty relates to their degree of expertise and willingness to interview others. Another possible difficulty centers around the problems of stereotyping and the students' training and ability to distinguish between observation and interpretation. This latter methodological issue, however, can be used as a topic for additional study, lecture, discussion, and field exercises.

AS USED BY: Gretchen Anderson, School of Public Administration
University of Southern California, Los Angeles, California

COURSE: Urban Studies

ASSIGNMENT SHEETS

INTERVIEWING SENIOR CITIZENS--GROUPS 1 & 2

Senior citizens are often people who get caught in the squeeze of changing geographical-economic trends in the city. Below are some sample questions which you can ask to help you get a picture of the nature of this zone of transition and its impact on the people who live in it. Please talk with at least five senior citizens at length.

How long have you lived in this vicinity?
How long have you lived at your present residence?
Where in the city did you live before that?
What things do you like about living in this area?
What things do you dislike about living in this area?
What things have changed about this neighborhood since you've lived here?

Probe for the following:

Availability of low-cost housing
Availability of transportation
Availability of markets, shops, drug stores
Quality of housing
Prices in general
Availability of health facilities
Friends or senior citizen recreation programs
Feelings of safety in the streets

LOOKING FOR AN APARTMENT--GROUPS 3 & 4

Housing--its condition, its availability and its cost--is one of the most crucial determinants of the nature of any neighborhood. Insight into the characteristics of a zone of transition can be gained by comparing the housing inside that zone with the more affluent neighborhoods that border it. Your goal is to look at five apartments within the zone and five in the zone bordering it and draw some conclusions through comparisons.

Questions to ask the person showing you the apartment:

How much is the rent? Lease or month-to-month?
How near is public transportation?
How old is the building?
How near is a supermarket? Drug store? Schools?
Do you rent to families with children? Why or why not?
Who lives in this area? Does this area have a certain kind of people?
What things have changed about this neighborhood in the past five years?

Things to observe about the apartments in both sides of the boundary:

What is the age of the buildings in general?
What is the state of upkeep?
How do the plumbing facilities compare?
Are there street lights? Signs that indicate street cleaning?
What is the proportion of residential vs. commercial vs. industrial buildings?
How do the attitudes of the landlords differ?
Are the apartment owners in residence?
Is there a difference in the availability (numbers) of apartments for rent in each zone?
Is it noisy or quiet? What is the source of the noise?

ETHNIC SEARCH IN A ZONE OF TRANSITION--GROUPS 5 & 6

Zones of transition are often places where newcomers to the city first live. Many will move out if they become more affluent but the majority will not have the opportunity. Zones of transition often have many ethnic groups, however, at first glance it is easy to assume that the majority of Hispanic persons are Chicanos or Puerto Ricans. Usually, a careful search will reveal that a wide variety of Latino or Asian cultures as well as other ethnic groups may populate the zone. Your goal is to try to identify at least five major ethnic groups. Talk with at least one person from each group and with one other person about each group. Cues or clues to locating people from these groups or people who have knowledge of these groups can be found by talking with individuals at the following places:

Churches
Ethnic food stores
Restaurants
Local newspapers
Any help-oriented agencies--government or otherwise
Schools or day-care schools

Suggestions for questions:

What do most of your friends like/dislike about your neighborhood?
Where else do you feel persons in your neighborhood might like to live?
What do you think of the services (police, fire, street cleaning, etc.) that the city provides for your neighborhood?

Try to make your questions projective rather than personal in nature, remembering that many people you meet will be sensitive to your asking questions or prying. Rather than asking, "how long have you lived in this neighborhood?" phrase your question, "how long have other people you know lived in this neighborhood?" This allows people to talk in general and gives them the option of whether or not they want to reveal information about themselves. Please remember that a person's immigration status is a highly sensitive topic and do not ask questions about it.

IDENTIFYING THE BOUNDARIES OF A ZONE OF TRANSITION--GROUPS 7 & 8

One means of developing a feeling for the existence of separate geographical/economic zones in a city is to try to identify the boundaries of a zone of transition. Try to observe the following characteristics that may demark one zone from another. Record your observations and draw a precise map indicating the boundaries by considering the following:

Proportion of residential dwellings--single family or multiple family
Types of commercial establishments
Presence of industry or white-collar business
Noise level and sources of noise
Street lights, signs indicating street cleaning
Number of people on the street
What people on the streets are doing
Size, width of streets, parking facilities
Presence of parks, greenery, lawns, schools
What characteristics not mentioned above also help you to demark one zone from another?

Interview at least five people outside of but along the boundary of the zone of transition that you have identified. Probe for their attitudes towards the community or neighborhood within the zone of transition. How do they feel about its problems and the possibility of its movement in their direction?

TECHNIQUE 77

CONCEPT AREA: Values and Norms

TEACHING OBJECTIVE: To create an awareness of value differences and implicit norms in social situations; and to increase sensitivity to value conflict and the role of value hierarchies (implicit norms) in its resolution.

MATERIALS NEEDED: (1) Copies of the attached story-evaluation form for each student. (2) A seating arrangement permitting efficient division into small groups (3-5 students)..

PROCEDURE: First, have students read the attached illustrated story of a woman's infidelity and eventual death resulting from a series of unusual circumstances. Then ask students individually to rank order responsibility for the woman's death. Then arrange students into small groups to discuss and arrive at some consensus in their ranks of responsibility. After they have decided on ranks, ask them to assess the values and norms governing marital fidelity, sanctuary, capitalism, "lovers," insanity, attentiveness of husband, etc. which were important for their group. Invite them to speculate on how persons of different sex, age, SES, and cultural background might differ in their rankings of responsibility.

This exercise serves as a good transition to lectures on values and normative conflicts in modern societies. It is especially useful in stimulating thought and discussion regarding the locus of responsibility in modern crimes. In this regard, it introduces the question of tension between moral accountability and social science explanations of why crimes occur.

POSSIBLE PITFALLS: The exercise is intrinsically interesting and easily invites students and instructor to spend too much time before getting to the conceptual and analytical tools for understanding what is taking place in the ranking of responsibility.

AS USED BY: Dodd H. Bogart, Department of Sociology
University of New Mexico, Albuquerque, N.M.

COURSE: Introductory Sociology

NOTE: This technique was borrowed from Stephanie Price who has used it for training volunteers in probation work in our local probation office.

In house (A) is a young woman married to a man who works very hard. She feels neglected. When her husband has gone off on still another trip, the young wife meets an attractive man who invites her to his house at (B). She spends the night and at dawn she leaves, knowing her husband is coming back. Alas! The bridge is blocked by a madman who kills everyone who comes near him. The young wife follows the river and meets the ferryman but he demands $10 to take her to the other side. The young wife has no money. She runs back to her lover and asks for the $10, but he refuses. The woman then remembers a platonic friend who lives at house (C). She runs to him, explains her plight. The friend refuses to help; she has disillusioned her friend by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.

IN WHAT ORDER DO YOU HOLD THE PRINCIPALS (WOMAN, HUSBAND, LOVER, MADMAN, FERRYMAN AND FRIEND) RESPONSIBLE FOR THE TRAGEDY?

1	2	3	4	5	6
1	2	3	4	5	6

TECHNIQUE 78

CONCEPT AREA: Values, Beliefs, Opinions

TEACHING OBJECTIVE: This technique permits the teacher to build instant data from the class and use that data as a means of getting involved class discussion.

REFERENCES: The original idea for this technique came from a seminar on teaching conducted by the Department of Religion, Brigham Young University, held at Ricks College.

PROCEDURE: (1) The teacher selects (in answer to any questions) three alternatives that are similar in importance, but controversial in nature.

Examples: Which is most important to a successful marriage?

A. communication skills
B. agreement on role definitions
C. a basic understanding of finances

What is the greatest problem facing Americans today?

A. overpopulation
B. increasing crime
C. alienation of the individual

(2) Have each student silently rank order the three alternatives.

(3) Call for a class vote using the chart below. "How many listed communication as number 1? 2? 3? etc." Write in the votes as you count them.

Write on blackboard:

A. Communication

B. Roles

C. Finances

	1	2	3

(4) Upon completion of the chart, quickly review where the highs and lows fall. Use these as starting points for discussion. For example, "I see 28 of you listed communication skills as number one. Why do you feel this would be more important than finances and roles?" "There are three of you that listed communication as third, why did you list it there?"

POSSIBLE PITFALLS: If the three or four alternatives are not of about equal importance, it will throw a lot of weight on one proposal and about all you can say is, "Hum, interesting, huh!" You may want to check your proposals on a pilot group before trying them under fire.

AS USED BY: Lynn Smith, Department of Sociology
Ricks College, Rexburg, Idaho

COURSE: Sociology

TECHNIQUE 79

CONCEPT AREA: Values, Culture, Subculture

TEACHING OBJECTIVE: To illustrate cultural and subcultural values as they are used by advertisers to sell their products.

MATERIALS NEEDED: Full page advertisements selected from a wide variety of current general and special interest magazines. One is needed for each member of the class.

PROCEDURE: I use this as a test item for a unit on values (in American culture). Each student has an ad attached to the test and is asked to respond to the following question:

> Study the attached advertisement carefully. To what values of the consumer is the advertiser appealing? At what social groups is this ad aimed? How broad is the appeal of this ad to the general public? Are there any hidden value messages in the pictures or text? (Remember to define all sociological terms you use.)

Example: An ad for an air freshener showing a young, slender woman in casual attire spraying ruffled curtains. A youngish man in a chair and two children seated at his feet are watching television in the foreground. The room is neat and well furnished.

Items the student could note in answer to the question:

Item	Value
woman doing a housecleaning chore	woman's role as homemaker
neat, well furnished room woman spraying away odors	middle class value of neatness: cleanliness--even smelling clean; importance of property--the best one can afford
man, woman, two children	value of family life
man older than woman	appropriate mix of spouses

APPLICATION: Such use of ads relates textbook learning to the students' own experience and makes the test a learning as well as a testing experience.

POSSIBLE PITFALLS: Be sure to use ads with enough pictorial or text material for the student to respond fully to the question.

AS USED BY: Theresa Guminski Turk, School of Social and Behavioral Sciences
California State University, Long Beach, California

COURSE: American Society

TECHNIQUE 80

CONCEPT AREA: Values, Group Decision Making

TEACHING OBJECTIVE: To help students recognize the importance of values in decision making.

MATERIALS NEEDED: The attached exercise sheet which was originally developed by Richard Bear, University of Northern Colorado.

PROCEDURE: Divide the class into four or five small discussion groups. These groups are then presented with brief descriptions of 15 individuals who are trapped in a situation where there is only enough food for seven to survive. Each group must decide which seven are going to receive the food. Give the groups 30 minutes to reach their decisions.

Following the group discussions, bring the class together and discuss their decisions. Examine the decisions and justifications of each group concerning their choices for survival in terms of the underlying values apparent in their deliberations. For example, ask groups to identify the criteria used to make selections for survival. This usually results in a listing of such factors as education, race, fertility, age, etc. which are all things to be discussed later in the course. Or, be more general, and ask what concepts were evident in their discussions. This usually results in such answers as status, role, norm, folkway, more, etc.

This exercise can also be used in class to meet many different purposes. First, it can be used to promote an informal atmosphere in class and gives the students a chance to know one another. This exercise can also be used to illustrate how group structure influences decision making. By structuring each small group's communication pattern differently, the class can discuss the advantages and disadvantages of each group's experiences when making the decision. Also, following the small groups' decision-making process, class discussion can focus on social psychological concepts such as significant others, looking-glass self, mind and self, etc., and how they operated in the group discussion. Another approach to this assignment is to use it as an individual written assignment having the students select the seven survivors and use sociological concepts to justify selections.

AS USED BY: Brent Bruton and Sue Crull, Department of Sociology
Iowa State University, Ames, Iowa

Credited to Richard Bear, University of Northern Colorado

COURSE: Introductory Sociology

WHO SHOULD SURVIVE?

The following persons are in an atomic bomb shelter. An atomic attack has occurred. These 15 persons are the only humans alive on Earth. It will take two weeks for the external radiation to drop to a safe survival level. The food and supplies in the shelter can barely sustain seven persons for two weeks. In brief, only seven persons can minimally survive. It is the task of the group to decide which seven of the following persons should survive.

1. Dr. Dane: 39, white, no religious affiliation, Ph.D. in History, college professor, good health, married, one child (Bobby), active and enjoys politics.

2. Mrs. Dane: 38, white, Jew, AB and MA in Psychology, counselor in Mental Health Clinic, good health, married, one child (Bobby), active in community.

3. Bobby Dane: white, 10 years old, Jew, Special Education classes for four years, mentally retarded, IQ 70, good health, enjoys pets.

4. Mrs. Garcia: 33, Spanish American, Roman Catholic, 9th grade education, cocktail waitress, prostitute, good health, married at 16, divorced at 18, abandoned as a child, in foster home as youth, attacked by foster father at age 12, ran away from home, returned to reformatory, stayed till 16, has one child, 3 weeks old (Jean).

5. Jean Garcia: 3 weeks old, Spanish American, good health, nursing for food.

6. Mrs. Evans: 32, black, Protestant, AB and MA in Elementary Education, teacher, divorced, 1 child (Mary), good health, cited as outstanding teacher, enjoys working with children.

7. Mary Evans: 8, black, Protestant, 3rd grade, good health, excellent student.

8. John Jacobs: 13, white, Protestant, 8th grade, honor student, very active, broad interests, father is Baptist minister.

9. Mr. Newton: 25, black, good health, claims to be an atheist, started last year in medicine--suspended, homosexual activity, seems bitter concerning racial problems, wears hippy clothes.

10. Mrs. Clark: 28, Protestant, black, college graduate in Engineering Electronics, engineer, married, no children, good health, enjoys outdoor sports and stereo equipment, grew up in ghetto.

11. Sister Mary Kathleen: 27, Nun, college graduate as English major, grew up in upper middle class neighborhood, good health, father is a businessman.

12. Mr. Blake: 51, white, Mormon, high school graduate, mechanic, "Mr. Fixit," married, four children (not with), good health, enjoys outdoors and working in his shop.

13. Miss Harris: 21, Spanish American, Protestant, college senior, nursing major, good health, enjoys sports, likes people.

14. Father Frenz: 37, white, Catholic, college plus seminary, priest, active in civil rights, criticized for liberal views, good health, former college athlete.

15. Dr. Gonzales: 66, Spanish American, Catholic, medical doctor in general practice, has had 2 heart attacks in past five years but continues to practice.

TECHNIQUE 81

CONCEPT AREA: Worker Alienation and Related Concepts

TEACHING OBJECTIVE: To develop a pool of concrete work experiences which exemplify Marx's conception of alienation and the social organization that produces it.

REFERENCES: Selections from "The Economic and Philosophic Manuscripts of 1844." My own choice is Robert Freedman (ed.) Marxist Social Thought (N.Y.: Harcourt, Brace, Jovanovich, 1968), pp. 65-107, 278-295.

PROCEDURE: Each class member is asked to relate his/her worst work experience (almost everyone has had some summer or part-time employment). If the person has never had a "bad" job, I ask them to tell about their best one. As we go, I list those factors which seem recurrent. The most useful themes, which almost always emerge with no coaching, include: monotony/variety, responsibility or lack of it, quality of peer relationships, and behavior of superordinates. In addition, there is always a number of graphic, funny, horrific, or otherwise memorable anecdotes in the average class. These and the themes that emerge from the collective experiences are then tied to Marx's conception of alienation.

The four dimensions of alienation identified by Marx are alienation from: (1) the produce of labor, (2) the process of labor, (3) others, and (4) self. Class experiences usually fit easily into these categories. The culmination of this phase of discussion requires a picture of what Marx thinks people and work should be like in order to understand the full human cost of alienation. This requires a discussion of "species-being" or Marx's assumption of what constitutes whole personhood. Special emphasis, of course, goes to the central role of work. Here, students with good work experiences are relied on in discussing the possible intrinsic satisfactions of work.

The final and sometimes hardest phase of discussion centers on alienation as a social structural problem. Students have a tendency to identify it as a psychological one; therefore, I focus on concrete examples mentioned by students to see to what extent a "positive attitude" would eliminate alienation and to what extent the most cheerful and resourceful individual could modify a miserable and helpless situation. From this I proceed to a broader consideration of job organization, societal organization, and culture. For instance, I point out meanings given to the words "work" and "play." Why is it that something enjoyable can be defined as "work" only with difficulty. There often are examples of this definitional irony in student accounts of work.

Leading Questions

How did you feel about the thing you worked on or produced (auto parts, french fries)?

How did you feel about the people who used the things or services you helped provide? Were you in direct contact with them? Did you ever trick them or insult them or feel like doing it?

Did you ever feel like a machine or part of a machine? Did others treat you like one?

How long did it take you to learn your job? How much skill did the job take?

Did you or those around you have any standards of doing the job "right" as opposed to "any old way?"

Was it possible to take pride in your work?

How did it feel to be doing something that required little of your talent?

Did you ever try to disrupt, stop, or sabotage the work process?

Did the people who did this job year-round get along well with those who were only there for the summer?

How did you relate to your boss? Was he/she easier to relate to or like off the job?

How did your boss relate to his/her boss, if there was one?

Can you imagine spending your life without developing any further skill than that required by this job?

If the job was boring, what did you do about it? Did you play games in your head?

POSSIBLE PITFALLS: Finding the proper balance in the experience-sharing phase between student spontaneity and didactic direction can be a problem. I frequently ask some of the leading questions listed above to provoke thinking.

Class size also limits how long you can spend on each person. With too many students, individual narratives become rushed and some of the interesting detail can get lost.

AS USED BY: Bob Leighninger, Department of Sociology
Western Michigan University, Kalamazoo, Michigan

COURSE: Foundations of Sociological Theory